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ABSTRACT

This volume contains materials to supplement existing driver education programming offered by high schools to youthful (16- to 18-year old) drivers. Section I contains three drinking/driving modules: an information-only module, a self-image module, and a three-unit peer intervention module. An instructor's guide provided for each module includes these components: introduction, goal and objectives, program characteristics (length of time, teaching methods), a list of required materials, preprogram (premodule) preparation, and instructional activities. Six scenarios are presented for role-playing exercises in the third module. Fourteen visuals are included. A manual on drinking and driving and two tests with answer sheets are also provided. Section II contains five safety restraint modules: an information module, a peer testimonial module, an information and peer testimonial module, an information and convincer ride module, and a crash dynamics module. An instructor's guide is provided for each module. Other contents of this section are a booklet on safety belts, a knowledge test with answer sheet, and an attitude measure with scoring key. Section III contains a speed management module, which includes an instructor's guide, student manual, knowledge test with answer sheet, and attitude measure with scoring key. Section IV is a module on pedestrian/cyclist hazard perception. An instructor's guide is provided. (YLB)

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National Highway
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# Supplemental Driver Safety Program Development Volume II—Pilot and Field Test Module Materials

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**16. Abstract**

This volume contains materials developed for use among youthful (16-18 year-old) drivers by high schools or other service providers in a position to provide educational experiences to teenagers. The materials address four subjects critical to the intended audience: speed management, alcohol, restraint usage, and hazard perception (pedestrian and cyclist hazards only). All program materials presented were developed to supplement existing driver education programming offered by high schools.

Section I contains instructor's guides, visuals and a student manual for three drinking-driving programs: an information-only module, a self-image module, and a peer intervention module. Section II contains instructor's guides and student manuals for five safety restraint modules: an information module, a peer testimonial module, an information and peer testimonial module, an information and convincer ride module, and a crash dynamics module. Section III contains an instructor guide and a student manual in support of a speed management module. Section IV contains an instructor's guide to a module on pedestrian/cyclist hazard perception.

Knowledge and attitude measures and scoring keys are provided for use with the drinking/driving, safety restraint and speed management modules.

The development and evaluation of all materials contained in this Volume are described in the first volume of this Report.

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Driver education, restraint use, drinking and driving, speed management, hazard perception, peer intervention module, safety restraints module

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# METRIC CONVERSION FACTORS

## Approximate Conversions to Metric Measures

| Symbol | When You Know | Multiply by | To Find | Symbol |
|---|---|---|---|---|
| | **LENGTH** | | | |
| in | inches | *2.5 | centimeters | cm |
| ft | feet | 30 | centimeters | cm |
| yd | yards | 0.9 | meters | m |
| mi | miles | 1.6 | kilometers | km |
| | **AREA** | | | |
| $in^2$ | square inches | 6.5 | square centimeters | $cm^2$ |
| $ft^2$ | square feet | 0.09 | square meters | $m^2$ |
| $yd^2$ | square yards | 0.8 | square meters | $m^2$ |
| $mi^2$ | square miles | 2.6 | square kilometers | $km^2$ |
| | acres | 0.4 | hectares | ha |
| | **MASS (weight)** | | | |
| oz | ounces | 28 | grams | g |
| lb | pounds | 0.45 | kilograms | kg |
| | short tons (2000 lb) | 0.9 | tonnes | t |
| | **VOLUME** | | | |
| tsp | teaspoons | 5 | milliliters | ml |
| Tbsp | tablespoons | 15 | milliliters | ml |
| fl oz | fluid ounces | 30 | milliliters | ml |
| c | cups | 0.24 | liters | l |
| pt | pints | 0.47 | liters | l |
| qt | quarts | 0.95 | liters | l |
| gal | gallons | 3.8 | liters | l |
| $ft^3$ | cubic feet | 0.03 | cubic meters | $m^3$ |
| $yd^3$ | cubic yards | 0.76 | cubic meters | $m^3$ |
| | **TEMPERATURE (exact)** | | | |
| °F | Fahrenheit temperature | 5/9 (after subtracting 32) | Celsius temperature | °C |

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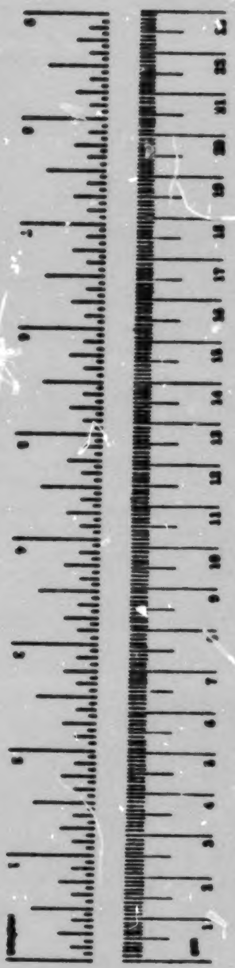
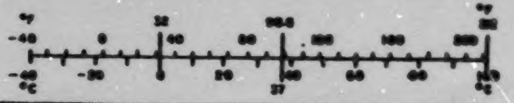
*1 in = 2.54 (exactly). For other exact conversions and more detailed tables, see NBS Misc. Publ. 286, Units of Weights and Measures, Price $2.25, SD Catalog No. C13.10:286.



## Approximate Conversions from Metric Measures

| Symbol | When You Know | Multiply by | To Find | Symbol |
|---|---|---|---|---|
| | **LENGTH** | | | |
| mm | millimeters | 0.04 | inches | in |
| cm | centimeters | 0.4 | inches | in |
| m | meters | 3.3 | feet | ft |
| m | meters | 1.1 | yards | yd |
| km | kilometers | 0.6 | miles | mi |
| | **AREA** | | | |
| $cm^2$ | square centimeters | 0.16 | square inches | $in^2$ |
| $m^2$ | square meters | 1.2 | square yards | $yd^2$ |
| $km^2$ | square kilometers | 0.4 | square miles | $mi^2$ |
| ha | hectares (10,000 $m^2$) | 2.5 | acres | |
| | **MASS (weight)** | | | |
| g | grams | 0.035 | ounces | oz |
| kg | kilograms | 2.2 | pounds | lb |
| t | tonnes (1000 kg) | 1.1 | short tons | |
| | **VOLUME** | | | |
| ml | milliliters | 0.03 | fluid ounces | fl oz |
| l | liters | 2.1 | pints | pt |
| l | liters | 1.06 | quarts | qt |
| l | liters | 0.26 | gallons | gal |
| $m^3$ | cubic meters | 35 | cubic feet | $ft^3$ |
| $m^3$ | cubic meters | 1.3 | cubic yards | $yd^3$ |
| | **TEMPERATURE (exact)** | | | |
| °C | Celsius temperature | 9/5 (then add 32) | Fahrenheit temperature | °F |



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# PREFACE

This volume contains the materials developed through the research described in a separate volume entitled "Supplemental Driver Safety Program Development Final Report: Volume I, Developmental Research and Evaluation. The materials were developed by the National Public Services Research Institute under contract to the National Highway Traffic Safety Administration (Contract No. DOT-HS-9-02284).

Dr. Kenard McPherson served as Principal Investigator of the project. Mr. John Mahan was instrumental in the development of the instructor guides and the role plays used in conjunction with the peer intervention alcohol education program. Mr. James R. Weidman prepared the student manuals. Ms. Jill Perrott supervised production of all program materials.

The NPSRI project staff wishes to acknowledge the contribution of the following individuals who participated in various phases of the project:

- Mr. Michael F. Smith, who served as the NHTSA Contract Technical Manager throughout the project.
- The Project Standing Advisory Panel who reviewed plans for and development of program materials, including Dr. Maurice E. Dennis, Mr. Robert Roush, Dr. Willis L. Valett, Mr. Neal H. Rathjen, Mr. Jay K. Smith, Dr. Robert L. Marshall, Dr. William D. Cushman, and Dr. Don L. Smith.
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# INSTRUCTOR'S GUIDE

# DRINKING AND DRIVING INFORMATION MODULE

## INTRODUCTION

This program is designed to provide students with factual information on drinking and driving. It emphasizes the two things young people can do to help prevent drinking and driving:

- Separate their own drinking from driving.
- Intervene to prevent their peers from drinking and driving.

## GOAL AND OBJECTIVES

**Goal:** To reduce the frequency of drinking and driving by young people.

**Objectives:**

### Performance Objectives

- Limits drinking when he must drive.
- Seeks alternative to driving if impaired or intoxicated.
- Acts during the planning of drinking situations to reduce the likelihood that others will drink and drive.
- Intervenes during drinking situations to prevent others who must drive from becoming impaired or intoxicated.
- Intervenes following drinking situtations to prevent others who are impaired or intoxicated from driving.
- Avoids riding with impaired or intoxicated drivers, and intervenes to prevent others from doing so.

### Attitude Objectives

- Believes no one is immune to the effects of alcohol.
- Believes driving while impaired or intoxicated is dangerous.
- Believes it is essential to try to prevent drinking and driving regardless of how others may react.

- Believes it is essential to intervene to prevent others from riding with an impaired or intoxicated driver.
- Believes it is possible to intervene and feel comfortable doing so.

Knowledge Objectives

- Knows how alcohol acts upon the body.
- Knows amount of drinking that will result in impairment or intoxication.
- Knows visual or other signs that an individual is impaired or intoxicated.
- Knows how impairment and intoxication affect an individual's ability to drive safely.
- Knows the risks associated with driving while impaired or intoxicated.
- Knows methods to avoid becoming impaired or intoxicated.
- Knows available alternatives to drinking and driving.
- Knows methods for preventing persons who must drive from becoming impaired or intoxicated.
- Knows methods for preventing impaired or intoxicated persons from driving.

## PROGRAM CHARACTERISTICS

The program requires three class periods. It can be administered to any size group that can be managed by a single instructor.

The principal method of instruction is teacher presentation supported by informational transparencies. Questions and answers should be handled as they arise during the presentation. Tests are part of the program and are intended to motivate students to read their materials and follow the instructor presentation.

### Materials

In addition to this Guide, required materials include:

- A student manual
- Two sets of tests
- A set of 14 transparencies

## PREPROGRAM PREPARATION

Read the Student Manual, and review the activities and transparencies. To prepare for Activity #2, identify questions you will pose to the class.

## INSTRUCTIONAL ACTIVITIES

### Activity #1 (30 minutes)

Tests

Administer the knowledge and opinion tests. Do not give students answers to test questions.

Reading Assignment

Assign the student manual for outside reading. Emphasize that a second test will be given on the contents of the manual.

### Activity #2 (1 hour or class period)

Instructor Presentation: Drinking and Driving Facts

You will review basic information on alcohol, effects on behavior and driving abilities, risks from drinking and driving, and techniques for avoiding drinking and driving and for intervening to prevent others from drinking and driving.

### Activity #3 (30 minutes)

Tests

Administer the knowledge and opinion tests. Do not give students answers to test questions.

**Activities #1 and #3**--see test file for instructions.

**Activity #2--Instructor Presentation: Drinking and Driving Facts**

During this activity, you will review basic information about alcohol and drinking and driving. There are visuals to aid you in the presentation of the information. The major ideas and key points that should be presented with each visual are outlined below.

## VISUAL #1, WHAT YOU CAN DO

### Major Ideas

You can do two things: Avoid drinking and driving, and help others in drinking and driving situations.

### Key Points

- Drinking and driving is a serious problem. Alcohol is involved in half of the annual 50,000 fatalities on U.S. roads.
- The drunk driver is the worst judge of his own behavior.
- Drinking is a personal decision, but when driving is involved, someone else needs to step in.
- The first step in controlling your own drinking or intervening with others is knowing the facts about alcohol.
    - know how it affects people
    - recognize when you and others are drinking too much
    - recognize when others cannot safely drive
    - recognize defenses and myths about alcohol used by the drinking driver to defend his ability or right to drive.

## VISUAL #2, ALCOHOL: MYTHS AND FACTS

### Major Ideas

There are a lot of dangerous myths about alcohol which contribute to the drinking and driving problem. The drinking driver often believes and uses those myths. You may use these myths or you may hear them when you try to keep others from drinking and driving. You need to understand the myths for what they are--false information and dangerous excuses.

### Key Points

- Alcohol depresses functions of the brain and central nervous system and affects human behavior.
- No one is immune to its affects, no matter how much he brags or protests that he can handle his liquor.
- Performance in any activity is not improved by alcohol. Indeed it becomes worse. The person who says he can drive better, play sports better, etc., after a few drinks is deluding himself.

- Don't delude yourself or let others "suck you in."
- The effects of alcohol are detrimental and progressive.
- There are no quick ways to sober up. Time is needed, and rationalizations like "I can drive okay after a few cups of coffee" or "I'll be okay when I get some fresh air" just aren't true.

## VISUAL #3, THEY'RE ALL THE SAME

### Major Ideas

Alcohol intake is measured by the percentage of alcohol in the drink and the amount consumed. A person can get just as drunk on beer as on whiskey.

### Key Points

- The percentage of alcohol in a drink is the only way to measure its strength.
- A 12-ounce can of beer with 5% alcohol, a 5-ounce glass of wine with 12% alcohol, and a standard 1-1/2-ounce shot of whiskey with 40% alcohol all contain .60 ounces of alcohol.
- Some mixed drinks can be very strong when more than one kind of alcohol beverage is contained.
- It is important to understand and observe the amount and kinds of drinks that a driver is consuming:
  - because individuals are affected by the amount of alcohol they consume.
  - because many individuals will claim that beer does not affect them. (Beer packs a strong punch, even though there is a larger volume of liquid to consume and it is normally consumed at a slower rate.)

## VISUAL #4, ALCOHOL IN/OUT

### Major Ideas

To understand how alcohol works, you need a basic understanding of absorption and elimination. By understanding these processes, you will know that a drinker can control the intake of alcohol but not the rate that alcohol is used up in his body.

**Key Points**

- o Alcohol is absorbed rapidly. It goes directly into the bloodstream and does not have to be digested like food.
- o The drinker has control over the rate at which he consumes alcohol and thus the rate at which it is absorbed into the bloodstream.
- o Food will slow down the absorption rate. If someone is drinking too much too soon, try to get him to eat. (It will not prevent him from being affected but will slow him down so that he will not be affected as quickly and will not drink as much.)
- o The drinker cannot control the rate of elimination.
  - 90% of the alcohol is eliminated by oxidation (burned up by the liver), and this is done at the rate of about one drink per hour.
  - When drinking and absorption rate exceed elimination, alcohol builds up in the bloodstream and the individual becomes drunk.

## VISUAL #5, ALCOHOL AND THE BRAIN

**Major Idea**

You need to know how alcohol progressively affects the brain to be able to recognize the stage you or other drinkers have reached.

**Key Points**

- o As the level of alcohol builds up in any individual, it progressively affects the brain.
- o The higher learning center (i.e., the part of the brain that controls judgment and inhibitions) is affected first.
- o Muscle control, vision, and coordination are next affected.
- o The last part of the brain which is affected is the area that controls vital functions. This will cause the person to "pass out." (Only automatic breathing and heartbeat function when the brain is entirely sedated.)
- o During the "sobering up" process, alcohol's effects dissipate in reverse order--e.g., as he sobers up, someone who is staggering will revert to the stage where "only" judgment and inhibitions are affected.
- o Don't drive or let someone else drive just because coordination problems are no longer evident.

## VISUAL #6, WHAT DETERMINES BAC

### Major Ideas

BAC (the percentage of alcohol in the bloodstream) depends on the amount consumed, the rate of drinking, and the drinker's weight. Knowing BAC levels helps the drinker set a limit. Anyone who drinks more than one drink an hour is taking a chance if he plans to drive.

### Key Points

- The amount of alcohol consumed, the rate at which it was consumed, and the drinker's weight all play a role in determining when and to what extent alcohol will affect the behavior and abilities of the drinker.
- A 120-pound person who drank four beers in one hour has reached an alcohol build-up of .12% BAC, which is another way of saying he is legally drunk. His ability to drive was affected long before that.

## VISUAL #7, EFFECTS AS BAC INCREASES

### Major Ideas

It is important to recognize the kinds of behavior that indicate how much a person has had to drink. It is important, too, to understand that you can influence the amount and rate at which drinking occurs.

### Key Points

- .01-.04% BAC--This level is one or two drinks, and usually results in slightly affected behavior. Example: A 120-pound person who has one drink in one hour is usually relaxed, sociable, talkative. Judgment is slightly affected. There is some risk in driving because of alcohol's effects on judgment and inhibitions.
- .05-.09% BAC--A false sense of security develops and behavior begins to change quite a bit. For example, the shy person becomes more aggressive. Our 120-pound friend reaches this state with three drinks in one hour. He definitely should not drive. His control is lessened; his judgment is affected, and his ability to respond is limited.
- When an individual's behavior changes, he should not drive until he sobers up.
- .10% BAC, besides being the legal level of intoxication in most states, is the level at which coordination, vision and reaction time are seriously affected. It is difficult to drive not only because of diminished judgment but because of diminished physical abilities.

- Our 120-pound friend reaches this stage with four beers in one hour.
- When he has four drinks in his system, he is intoxicated.

## VISUAL #8, OTHER FACTORS

### Major Ideas

There are other factors involved in the way alcohol affects an individual. You need to know these factors in order to avoid drinking and driving and to help others in drinking and driving situations.

### Key Points

- Alcohol can hit harder and faster with different individuals because of mood, drinking experience, and physical and emotional state.
- Mood--If the drinker is angry, depressed or drinking to "forget" or "to build up courage," it is likely that alcohol will hit hard and fast and make him even less capable of driving.
- Experience--New drinkers can experience so-called psychological intoxication, i.e., they expect to get drunk and act very drunk with one drink or less. In fact, they are just as drunk as if they had a lot to drink.
- If someone in the crowd will be driving and has had little or no drinking experience, his experiments with drinking should be deferred until a time when he will not be driving.
- Tolerance--Some experienced drinkers (and even some fairly new drinkers) have a very high tolerance for alcohol. This simply means they can drink a lot without showing the obvious effects. The fact is, however, that their judgment, thinking, and reactions are not immune to alcohol's effects. While people like this don't necessarily appear drunk, they cannot safely drive if they've consumed too much. The only way to recognize that people like this are affected by alcohol is to observe the actual amount and rate of their drinking. If you are one of these people, set a limit--no more than one drink per hour--or don't drive.
- Fatigue--If a drinker is tired, alcohol will hit him faster and harder. The same is true if one is ill and drugs are being used. Some combinations of drugs and alcohol are very dangerous. Avoid drinking if you are fatigued, and discourage drinking among others who are tired, sick or on medication.

## VISUAL #9, HOW ALCOHOL AFFECTS DRIVING

### Major Ideas

The drinking driver often rationalizes his behavior. You need to understand that all drivers are affected by alcohol no matter how much confidence they express in their abilities.

### Key Points

- The drinking driver cannot perform well because judgment, vision and reaction time are all adversely affected and driving errors result.
- The critical errors, such as improper speed or lane control and dangerous passing, are the ones that result in serious collisions and death.
- Young drinking drivers often take high risks and add the dangers of speed and night driving to their drinking.
- Separately, speeding, night driving, and drinking and driving are all factors in increased accident probability. Combined, they can be deadly for you, others who drink and drive, and those on the road who haven't been drinking.

## VISUAL #10, WHAT ARE THE RISKS

### Major Ideas

There is a definite relationship between how much a person drinks and his risk of being in an accident, especially a fatal accident. You need to know this to appreciate the risks you accept when you drink and drive or permit others to drink and drive.

### Key Points

- Over half the fatal accidents each year are directly or indirectly caused by drinking drivers.
- 40-50% of all driver fatalities had a BAC of .10% or more.
- 55-65% of drivers killed in single-car crashes had a BAC of .10% or more.
- All drivers risk accidents when they drive.
- The risk is two times higher at .06% BAC.
- The risk at .10% is six times higher.

- Statistics show that drivers under 18 are four times more likely than the general public to be involved in accidents when alcohol is not involved.

- Risks are even higher when alcohol is involved.

- Even at low levels (.03% BAC, which is one or two drinks for a 140-pound person), the risk is increased nine times for the 16-20 age group, compared with three times for the 20-24 age group.

## VISUAL #11, EIGHT DRINKS

### Major Ideas

The accident rate is high for drinking drivers. You need to know when it is safe for a drinker to drive. It takes a long time for a person who has reached a high BAC level to "sober up."

### Key Points

- If anyone has had one drink, it is usually appropriate to wait an hour before driving.

- Remember, the body requires about an hour to eliminate one drink. If you are consuming about one drink an hour, stop drinking the last hour of the party.

- Someone whose BAC level is .05% or higher is asking for trouble if he drives. The best strategy is not to reach that level. Set a limit on the number of drinks, and how rapidly they are consumed.

- In the example shown in the visual, the individual has reached a very unsafe level, and the alcohol won't be down until 3 or 4 a.m. because of the build-up of alcohol in his system and the rate at which it is eliminated. Yet it will still be unsafe to drive because of night driving and fatigue problems. The chart shows that his highest BAC level (the rate at which he is most affected by alcohol) is reached one hour after his last drink.

- That is why "one for the road" is such a bad idea. The effect of "one for the road" hits a driver when he is on the road.

- In short, when someone drinks too much, too fast, he shouldn't be permitted to drive. Waiting an hour won't help someone who is drunk. Any time a person is drunk, any activity requiring judgment is out of the question for several hours.

## VISUAL #12, ALCOHOL VS. JUDGMENT

### Major Ideas

Alcohol affects judgment, and a drinker sometimes thinks he can perform better than he can. He can't. You know it, but he doesn't. If you are the drinker, you are the one who's deluded.

### Key Points

- o Alcohol affects the drinking driver's judgment so that he may think he is performing well and may have an inflated sense of his abilities.
- o Example: The drinker who thinks he is very witty and charming after a few drinks, but, in fact, is not.
- o When you try to prevent a driver from drinking too much or from driving, you will be faced with stated and unstated defenses.
- o Defenses (I can handle it; I can drive better than her even when I'm drunk; it's the man's place to drive, etc.) make the drinking driver tough to cope with. If you drink and drive, you are part of the problem--but you can be part of the solution.

## VISUAL #13, HELPING OTHERS

### Major Ideas

The question is not whether to help; it is when and how to help. You don't have to wait until a driver is drunk before you take positive action. Most people will be glad you helped--especially the next day when they're sober and safe.

### Key Points

- o You can prevent a drinking and driving situation before the drinking starts, during the drinking, or after the drinking.
- o Before the drinking starts, you can look for indications that there will be drinking and driving later on and try to make plans to head it off.
- o While the drinking is going on, you can pay attention to those drinkers who will have to drive later and, if necessary, get them to slow down or stop.
- o If someone becomes too drunk to drive, you and others need to prevent him from driving.
- o Have him ride with someone else; call for a ride; take away his keys if you have to.

## VISUAL #14, HELPING YOURSELF

### Major Ideas

Drinkers can keep drinking and driving apart. No one is saying "don't drink" or "don't drive." These decisions have to be made individually. But if you drink and drive, you are not just putting yourself at risk--you are putting others at risk too.

### Key Points

- Those who drink can drink in a responsible manner--they are to blame for the losses they cause when they don't drink in a responsible way.
- Set a limit--don't wait until judgment is impaired. Set the limit before drinking begins. Remember, the body gets rid of only one drink an hour.
- Control drinking by sticking to the limit, pacing drinks, and stopping early. Remember, one for the road hits you while you're on the road.
- Separate drinking from driving by letting someone else drive, taking turns driving and not drinking, staying overnight instead of driving home, or asking parents to drive you.

# INSTRUCTOR'S GUIDE

# DRINKING AND DRIVING INFORMATION AND SELF-IMAGE MODULE

## INTRODUCTION

Alcohol-related accidents involving young drivers are a significant and growing problem that traditional approaches have failed to solve. While some young people have a fairly good idea of how alcohol can affect a drinker, many still believe themselves immune to those effects. Some do lack knowledge of risks presented by alcohol, but programs that have increased knowledge substantially have failed to demonstrate any ability to change behavior.

Persons who drink and drive are unable to observe themselves while impaired and make rational judgments on their own performance. If they could do so, it seems probable that their perception of personal risk would increase.

This program is designed to provide students with basic information on alcohol and its effects and to increase their perception of personal risk by having them view a film of individuals participating in a Drink-In.

## GOAL AND OBJECTIVES

**Goal:** To reduce the frequency of drinking and driving by young people.

**Objectives:**

Performance Objectives

- o Limits drinking when he must drive.
- o Seeks alternative to driving if impaired or intoxicated.
- o Acts during the planning of drinking situations to reduce the likelihood that others will drink and drive.
- o Intervenes during drinking situations to prevent others who must drive from becoming impaired or intoxicated.
- o Intervenes following drinking situtations to prevent others who are impaired or intoxicated from driving.
- o Avoids riding with impaired or intoxicated drivers, and intervenes to prevent others from doing so.

Attitude Objectives

- o Believes no one is immune to the effects of alcohol.
- o Believes driving while intoxicated or impaired is dangerous.

- Believes it is essential to try to prevent drinking and driving regardless of how others may react.
- Believes it is essential to intervene to prevent others from riding with an impaired or intoxicated driver.
- Believes it is possible to intervene and feel comfortable doing so.

## Knowledge Objectives

- Knows how alcohol acts upon the body.
- Knows the amount of drinking that will result in impairment or intoxication.
- Knows visual or other signs that an individual is impaired or intoxicated.
- Knows how impairment and intoxication affect an individual's ability to drive safely.
- Knows the risks associated with driving while impaired or intoxicated.
- Knows methods to avoid becoming impaired or intoxicated.
- Knows available alternatives to drinking and driving.
- Knows methods for preventing persons who must drive from becoming impaired or intoxicated.
- Knows methods for preventing impaired or intoxicated persons from driving.

## PROGRAM CHARACTERISTICS

The program requires four class periods. The principal method of instruction is teacher presentation supported by informational transparencies and a film. Questions and answers should be handled as they arise during the presentation. Tests are part of the program and are intended to motivate students to read their materials and follow the instructor presentation.

### Materials

In addition to this Guide, required materials include:

- A student manual
- Two sets of tests

### Instructional Aids

- A set of 14 transparencies
- Film--"Five Drinking Drivers" (Project Crash, Vermont)

## PREPROGRAM PREPARATION

- Review this Guide and the student manual.
- Preview film and transparencies.

## INSTRUCTIONAL ACTIVITIES

### Activity #1 (30 minutes)

Tests

Administer the knowledge and opinion tests. Do not give students answers to test questions.

Reading Assignment

Assign the Student Manual for outside reading. Emphasize that a second test will be given on the contents of the manual.

### Activity #2 (1 hour or class period)

Instructor Presentation: Drinking and Driving Facts

You will review basic information on alcohol, effects on behavior and driving abilities, risks from drinking and driving, and techniques for avoiding drinking and driving and for intervening to prevent others from drinking and driving.

### Activity #3 (1 hour or class period)

Film: "Five Drinking Drivers"

Students will view the film. A class discussion will follow.

### Activity #4 (30 minutes)

Tests

Administer the knowledge and opinion tests. Do not give students answers to test questions.

**Activities #1 and #4**--see test file for instructions.

## Activity #2--Instructor Presentation: Drinking and Driving Facts

During this activity, you will review basic information about alcohol and drinking and driving. There are visuals to aid you in the presentation of the information. The major ideas and key points that should be presented with each visual are outlined below.

### VISUAL #1, WHAT YOU CAN DO

**Major Ideas**

You can do two things: Avoid drinking and driving, and help others in drinking and driving situations.

**Key Points**

- Drinking and driving is a serious problem. Alcohol is involved in half of the annual 50,000 fatalities on U.S. roads.
- The drunk driver is the worst judge of his own behavior.
- Drinking is a personal decision, but when driving is involved, someone else needs to step in.
- The first step in controlling your own drinking or intervening with others is knowing the facts about alcohol.
  - know how it affects people
  - recognize when you and others are drinking too much
  - recognize when others cannot safely drive
  - recognize defenses and myths about alcohol used by the drinking driver to defend his ability or right to drive.

### VISUAL #2, ALCOHOL: MYTHS AND FACTS

**Major Ideas**

There are a lot of dangerous myths about alcohol which contribute to the drinking and driving problem. The drinking driver often believes and uses those myths. You may use these myths or you may hear them when you try to keep others from drinking and driving. You need to understand the myths for what they are--false information and dangerous excuses.

**Key Points**

- Alcohol depresses functions of the brain and central nervous system and affects human behavior.
- No one is immune to its effects, no matter how much he brags or protests that he can handle his liquor.
- Performance in any activity is not improved by alcohol. Indeed it becomes worse. The person who says he can drive better, play sports better, etc., after a few drinks is deluding himself.
- Don't delude yourself or let others "suck you in."
- The effects of alcohol are detrimental and progressive.
- There are no quick ways to sober up. Time is needed, and rationalizations like "I can drive okay after a few cups of coffee" or "I'll be okay when I get some fresh air" just aren't true.

## VISUAL #3, THEY'RE ALL THE SAME

### Major Ideas

Alcohol intake is measured by the percentage of alcohol in the drink and the amount consumed. A person can get just as drunk on beer as on whiskey.

**Key Points**

- The percentage of alcohol in a drink is the only way to measure its strength.
- A 12-ounce can of beer with 5% alcohol, a 5-ounce glass of wine with 12% alcohol, and a standard 1-1/2-ounce shot of whiskey with 40% alcohol all contain .60 ounces of alcohol.
- Some mixed drinks can be very strong when more than one kind of alcohol beverage is contained.
- It is important to understand and observe the amount and kinds of drinks that a driver is consuming:
    - because individuals are affected by the amount of alcohol they consume.
    - because many individuals will claim that beer does not affect them. (Beer packs a strong punch, even though there is a larger volume of liquid to consume and it is normally consumed at a slower rate.)

## VISUAL #4, ALCOHOL IN/OUT

### Major Ideas

To understand how alcohol works, you need a basic understanding of absorption and elimination. By understanding these processes, you will know that a drinker can control the intake of alcohol but not the rate that alcohol is used up in his body.

### Key Points

- o Alcohol is absorbed rapidly. It goes directly into the bloodstream and does not have to be digested like food.
- o The drinker has control over the rate at which he consumes alcohol and thus the rate at which it is absorbed into the bloodstream.
- o Food will slow down the absorption rate. If someone is drinking too much too soon, try to get him to eat. (It will not prevent him from being affected but will slow him down so that he will not be affected as quickly and will not drink as much.)
- o The drinker cannot control the rate of elimination.
  - 90% of the alcohol is eliminated by oxidation (burned up by the liver), and this is done at the rate of about one drink per hour.
  - When drinking and absorption rate exceed elimination, alcohol builds up in the bloodstream and the individual becomes drunk.

## VISUAL #5, ALCOHOL AND THE BRAIN

### Major Idea

You need to know how alcohol progressively affects the brain to be able to recognize the stage you or other drinkers have reached.

### Key Points

- o As the level of alcohol builds up in any individual, it progressively affects the brain.
- o The higher learning center (i.e., the part of the brain that controls judgment and inhibitions) is affected first.
- o Muscle control, vision, and coordination are next affected.
- o The last part of the brain which is affected is the area that controls vital functions. This will cause the person to "pass out." (Only automatic breathing and heartbeat function when the brain is entirely sedated.)

- o During the "sobering up" process, alcohol's effects dissipate in reverse order--e.g., as he sobers up, someone who is staggering will revert to the stage where "only" judgment and inhibitions are affected.

- o Don't drive or let someone else drive just because coordination problems are no longer evident.

### VISUAL #6, WHAT DETERMINES BAC

**Major Ideas**

BAC (the percentage of alcohol in the bloodstream) depends on the amount consumed, the rate of drinking, and the drinker's weight. Knowing BAC levels helps the drinker set a limit. Anyone who drinks more than one drink an hour is taking a chance if he plans to drive.

**Key Points**

- o The amount of alcohol consumed, the rate at which it was consumed, and the drinker's weight all play a role in determining when and to what extent alcohol will affect the behavior and abilities of the drinker.

- o A 120-pound person who drank four beers in one hour has reached an alcohol build-up of .12% BAC, which is another way of saying he is legally drunk. His ability to drive was affected long before that.

### VISUAL #7, EFFECTS AS BAC INCREASES

**Major Ideas**

It is important to recognize the kinds of behavior that indicate how much a person has had to drink. It is important, too, to understand that you can influence the amount and rate at which drinking occurs.

**Key Points**

- o .01-.04% BAC--This level is one or two drinks, and usually results in slightly affected behavior. Example: A 120-pound person who has one drink in one hour is usually relaxed, sociable, talkative. Judgment is slightly affected. There is some risk in driving because of alcohol's effects on judgment and inhibitions.

- o .05-.09% BAC--A false sense of security develops and behavior begins to change quite a bit. For example, the shy person becomes more aggressive. Our 120-pound friend reaches this state with three drinks in one hour. He definitely should not drive. His control is lessened; his judgment is affected, and his ability to respond is limited.

- o When an individual's behavior changes, he should not drive until he sobers up.

- .10% BAC, besides being the legal level of intoxication in most states, is the level at which coordination, vision and reaction time are seriously affected. It is difficult to drive not only because of diminished judgment but because of diminished abilities.

- Our 120-pound friend reaches this stage with four beers in one hour.

- When he has four drinks in his system, he is intoxicated.

## VISUAL #8, OTHER FACTORS

### Major Ideas

There are other factors involved in the way alcohol affects an individual. You need to know these factors in order to avoid drinking and driving and to help others in drinking and driving situations.

### Key Points

- Alcohol can hit harder and faster with different individuals because of mood, drinking experience, and physical and emotional state.

- Mood--If the drinker is angry, depressed or drinking to "forget" or "to build up courage," it is likely that alcohol will hit hard and fast and make him even less capable of driving.

- Experience--New drinkers can experience so-called psychological intoxication, i.e., they expect to get drunk and act very drunk with one drink or less. In fact, they are just as drunk as if they had a lot to drink.

- If someone in the crowd will be driving and has had little or no drinking experience, his experiments with drinking should be deferred until a time when he will not be driving.

- Tolerance--Some experienced drinkers (and even some fairly new drinkers) have a very high tolerance for alcohol. This simply means they can drink a lot without showing the obvious effects. The fact is, however, that their judgment, thinking, and reactions are not immune to alcohol's effects. While people like this don't necessarily appear drunk, they cannot safely drive if they've consumed too much. The only way to recognize that people like this are affected by alcohol is to observe the actual amount and rate of their drinking. If you are one of these people, set a limit--no more than one drink per hour--or don't drive.

- Fatigue--If a drinker is tired, alcohol will hit him faster and harder. The same is true if one is ill and drugs are being used. Some combinations of drugs and alcohol are very dangerous. Avoid drinking if you are fatigued, and discourage drinking among others who are tired, sick or on medication.

## VISUAL #9, HOW ALCOHOL AFFECTS DRIVING

### Major Ideas

The drinking driver often rationalizes his behavior. You need to understand that all drivers are affected by alcohol no matter how much confidence they express in their abilities.

### Key Points

- The drinking driver cannot perform well because judgment, vision and reaction time are all adversely affected and driving errors result.
- The critical errors, such as improper speed or lane control and dangerous passing, are the ones that result in serious collisions and death.
- Young drinking drivers often take high risks and add the dangers of speed and night driving to their drinking.
- Separately, speeding, night driving, and drinking and driving are all factors in increased accident probability. Combined, they can be deadly for you, others who drink and drive, and those on the road who haven't been drinking.

## VISUAL #10, WHAT ARE THE RISKS

### Major Ideas

There is a definite relationship between how much a person drinks and his risk of being in an accident, especially a fatal accident. You need to know this to appreciate the risks you accept when you drink and drive or permit others to drink and drive.

### Key Points

- Over half the fatal accidents each year are directly or indirectly caused by drinking drivers.
- 40-50% of all driver fatalities had a BAC of .10% or more.
- 55-65% of drivers killed in single-car crashes had a BAC of .10% or more.
- All drivers risk accidents when they drive.
- The risk is two times higher at .06% BAC.
- The risk at .10% is six times higher.

- Statistics show that drivers under 18 are four times more likely than the general public to be involved in accidents when alcohol is not involved.
- Risks are even higher when alcohol is involved.
- Even at low levels (.03% BAC, which is one or two drinks for a 140-pound person), the risk is increased nine times for the 16-20 age group, compared with three times for the 20-24 age group.

## VISUAL #11, EIGHT DRINKS

### Major Ideas

The accident rate is high for drinking drivers. You need to know when it is safe for a drinker to drive. It takes a long time for a person who has reached a high BAC level to "sober up."

### Key Points

- If anyone has had one drink, it is usually appropriate to wait an hour before driving.
- Remember, the body requires about an hour to eliminate one drink. If you are consuming about one drink an hour, stop drinking the last hour of the party.
- Someone whose BAC level is .05% or higher is asking for trouble if he drives. The best strategy is not to reach that level. Set a limit on the number of drinks, and how rapidly they are consumed.
- In the example shown in the visual, the individual has reached a very unsafe level, and the alcohol won't be down until 3 or 4 a.m. because of the build-up of alcohol in his system and the rate at which it is eliminated. Yet it will still be unsafe to drive because of night driving and fatigue problems. The chart shows that his highest BAC level (the rate at which he is most affected by alcohol) is reached one hour after his last drink.
- That is why "one for the road" is such a bad idea. The effect of "one for the road" hits a driver when he is on the road.
- In short, when someone drinks too much, too fast, he shouldn't be permitted to drive. Waiting an hour won't help someone who is drunk. Any time a person is drunk, any activity requiring judgment is out of the question for several hours.

## VISUAL #12, ALCOHOL VS. JUDGMENT

### Major Ideas

Alcohol affects judgment, and a drinker sometimes thinks he can perform better than he can. He can't. You know it, but he doesn't. If you are the drinker, you are the one who's deluded.

### Key Points

- Alcohol affects the drinking driver's judgment so that he may think he is performing well and may have an inflated sense of his abilities.
- Example: The drinker who thinks he is very witty and charming after a few drinks, but, in fact, is not.
- When you try to prevent a driver from drinking too much or from driving, you will be faced with stated and unstated defenses.
- Defenses (I can handle it; I can drive better than her even when I'm drunk; it's the man's place to drive, etc.) make the drinking driver tough to cope with. If you drink and drive, you are part of the problem--but you can be part of the solution.

## VISUAL #13, HELPING OTHERS

### Major Ideas

The question is not whether to help; it is when and how to help. You don't have to wait until a driver is drunk before you take positive action. Most people will be glad you helped--especially the next day when they're sober and safe.

### Key Points

- You can prevent a drinking and driving situation before the drinking starts, during the drinking, or after the drinking.
- Before the drinking starts, you can look for indications that there will be drinking and driving later on and try to make plans to head it off.
- While the drinking is going on, you can pay attention to those drinkers who will have to drive later and, if necessary, get them to slow down or stop.
- If someone becomes too drunk to drive, you and others need to prevent him from driving.
- Have him ride with someone else; call for a ride; take away his keys if you have to.

## VISUAL #14, HELPING YOURSELF

### Major Ideas

Drinkers can keep drinking and driving apart. No one is saying "don't drink" or "don't drive." These decisions have to be made individually. But if you drink and drive, you are not just putting yourself at risk--you are putting others at risk too.

### Key Points

- Those who drink can drink in a responsible manner--they are to blame for the losses they cause when they don't drink in a responsible way.
- Set a limit--don't wait until judgment is impaired. Set the limit before drinking begins. Remember, the body gets rid of only one drink an hour.
- Control drinking by sticking to the limit, pacing drinks, and stopping early. Remember, one for the road hits you while you're on the road.
- Separate drinking from driving by letting someone else drive, taking turns driving and not drinking, staying overnight instead of driving home, or asking parents to drive you.

## Activity #3--Film: "Five Drinking Drivers"

### INTRODUCTION

- A Drink-In is an exercise that is designed to demonstrate to participants that they are not immune to the effects of alcohol.
- Participants drink and drive under strictly controlled conditions.
- At various levels of intoxication, they drive a specified course and are scored on their abilities.

### Introduction to Film

- The film you are about to see is about a Drink-In.
- The film is called "Five Drinking Drivers."
- In it, five young people volunteer to take part in a Drink-In while a stock car race crowd watches.
- Each participant is interviewed prior to the activities.

- Driving performance is scored and recorded.
- Each person is asked to recite a tongue-twister before and during the drinking.
- The day after, each person expresses his feelings about the experience and the participants view news films that show their driving while impaired.

(SHOW FILM)

## DISCUSSION

The purpose of this discussion is to have students talk about the effects of alcohol on an individual's ability to drive--its effects on key functions like judgment, coordination, vision, and speech. Discussion should cover clues to impairment and approaches to controlling drinking and separating drinking from driving. Discussion should emphasize the fact that no one is immune to the effects of alcohol. Use the questions below, if necessary, to start the discussion.

1. What functions were impaired by alcohol? How were they affected?
2. How did this affect driving abilities?
3. What are some of the clues that indicate a person is impaired by alcohol?
4. Can anyone compensate for impairment?
5. Are you immune to the effects of alcohol? Is anyone?
6. What are some ways that you can control drinking and separate drinking from driving?
    - Set a drink limit.
    - Know what you're drinking and how much.
    - Space out drinks, alternate with nonalcoholic drinks.
    - Eat some food.
    - Stop well before driving.
    - Arrange for alternative to driving.

# INSTRUCTOR'S GUIDE

# DRINKING AND DRIVING PEER INTERVENTION MODULE

## INTRODUCTION

Research from several studies indicates that (1) drinking among young people generally is done in the company of peers, and (2) while many young people do lack knowledge of the risks presented by alcohol, programs that have increased knowledge have failed to change behavior.

A recent study by NPSRI showed that a high school curriculum specifically devoted to drinking and driving failed to produce changes in attitudes or behavior, although it did produce significant and substantial gains in knowledge. That study, however, indicated that peer intervention to prevent drinking and driving has potential.

Other recent studies have shown that willingness to take measures to ensure another's safety is increasing. According to a study for NHTSA in 1979, those most likely to intervene to prevent others from drinking and driving are under 25 and have a high perception of risk.

This program is designed to increase intervention by young people to prevent peers from drinking and driving. Emphasis is placed on those performance objectives relating to intervention. Following delivery of basic information via lecture and supporting visuals, the program will present instruction in techniques for intervention. Students will participate in a variety of role-playing activities designed to show them that it is possible to intervene and to feel comfortable doing so. The role-playing will also provide students with the opportunity to respond to a range of simulated potential drinking/driving situations. Students will first use prepared scripts and will then work up their own scenarios for role playing.

## GOAL AND OBJECTIVES

**Goal:** To reduce the frequency of drinking and driving by young people.

**Objectives:**

Performance Objectives

- Limits drinking when he must drive.
- Seeks alternative to driving if impaired or intoxicated.
- Acts during the planning of drinking situations to reduce the likelihood that others will drink and drive.

- Intervenes during drinking situations to prevent others who must drive from becoming impaired or intoxicated.
- Intervenes following drinking situtations to prevent others who are impaired or intoxicated from driving.
- Avoids riding with impaired or intoxicated drivers, and intervenes to prevent others from doing so.

### Attitude Objectives

- Believes no one is immune to the effects of alcohol.
- Believes driving while impaired or intoxicated is dangerous.
- Believes it is essential to try to prevent drinking and driving regardless of how others may react.
- Believes it is essential to intervene to prevent others from riding with an impaired or intoxicated driver.
- Believes it is possible to intervene and feel comfortable doing so.

### Knowledge Objectives

- Knows how alcohol acts upon the body.
- Knows the amount of drinking that will result in impairment or intoxication.
- Knows visual or other signs that an individual is impaired or intoxicated.
- Knows how impairment and intoxication affect an individual's ability to drive safely.
- Knows the risks associated with driving while impaired or intoxicated.
- Knows methods to avoid becoming impaired or intoxicated.
- Knows available alternatives to drinking and driving.
- Knows methods for preventing persons who must drive from becoming impaired or intoxicated.
- Knows methods for preventing impaired or intoxicated persons from driving.

## PROGRAM CHARACTERISTICS

The program consists of three units:

Unit I - Basic Information and Approach

Unit II - Programmed Role Playing

Unit III - Student-Prepared Role Playing

Tests are administered before and after instruction as part of Units I and III. The program requires about eight hours to deliver. Instruction can occur in a standard classroom capable of accommodating 24-30 students involved in group activities.

### Materials

In addition to this Guide, required materials include:

- Student manual
- Two sets of tests
- A set of 14 transparencies
- Role-play scenarios
- Student roles for scenarios
- Guidelines for student-prepared role-playing activity.

## PREPROGRAM PREPARATION

- Review contents of this Guide.
- Review the student manual.
- Review the scenarios and roles for Unit II role playing.

## UNIT I - BASIC INFORMATION AND APPROACH (3 hours)

### PREUNIT PREPARATION

Review this unit and the student manual.

### INSTRUCTIONAL ACTIVITIES

**Activity #1 (30 minutes)**

Tests

Administer the knowledge and opinion tests; use answer sheets. Do not give students answers to test questions.

Reading Assignment

Assign the student manual for outside reading. Emphasize that a second test will be given on the contents of the manual.

**Activity #2 (1 hour)**

Instructor Presentation--Drinking and Driving Facts

You will present basic information on alcohol, effects on behavior and driving abilities, risks from drinking and driving, and techniques for avoiding drinking and driving and for intervening to prevent others from drinking and driving.

**Activity #3 (20-30 minutes)**

Instructor-Guided Discussion: Drinking and Driving Situations

You will guide discussion to aid students in recognizing situations and behavior that indicate drinking and driving is likely to occur, techniques of intervention, and potential outcomes.

**Activity #4 (1 hour)**

Role-Play Practice

Students will play a short scene depicting an attempt to prevent a drunk driver from leaving a party. The practice role play will allow students to apply information learned and to get used to the role-playing technique used exclusively in Units II and III.

**Activity #1**-- See test file for instructions.

## Activity #2--Instructor Presentation: Drinking and Driving Facts

There are visuals to aid you in the presentation of the information. The major ideas and key points that should be presented with each visual are outlined below.

### VISUAL #1, WHAT YOU CAN DO

#### Major Ideas

You can do two things: Avoid drinking and driving, and help others in drinking and driving situations.

#### Key Points

- Drinking and driving is a serious problem. Alcohol is involved in half of the annual 50,000 fatalities on U.S. roads.
- The drunk driver is the worst judge of his own behavior.
- Drinking is a personal decision, but when driving is involved, someone else needs to step in.
- The first step in controlling your own drinking or intervening with others is knowing the facts about alcohol.
    - know how it affects people
    - recognize when you and others are drinking too much
    - recognize when others cannot safely drive
    - recognize defenses and myths about alcohol used by the drinking driver to defend his ability or right to drive.

### VISUAL #2, ALCOHOL: MYTHS AND FACTS

#### Major Ideas

There are a lot of dangerous myths about alcohol which contribute to the drinking and driving problem. The drinking driver often believes and uses those myths. You may use these myths or you may hear them when you try to keep others from drinking and driving. You need to understand the myths for what they are--false information and dangerous excuses.

#### Key Points

- Alcohol depresses functions of the brain and central nervous system and affects human behavior.
- No one is immune to its effects, no matter how much he brags or protests that he can handle his liquor.

- o Performance in any activity is not improved by alcohol. Indeed it becomes worse. The person who says he can drive better, play sports better, etc., after a few drinks is deluding himself.
- o Don't delude yourself or let others "suck you in."
- o The effects of alcohol are detrimental and progressive.
- o There are no quick ways to sober up. Time is needed, and rationalizations like "I can drive okay after a few cups of coffee" or "I'll be okay when I get some fresh air" just aren't true.

## VISUAL #3, THEY'RE ALL THE SAME

### Major Ideas

Alcohol intake is measured by the percentage of alcohol in the drink and the amount consumed. A person can get just as drunk on beer as on whiskey.

### Key Points

- o The percentage of alcohol in a drink is the only way to measure its strength.
- o A 12-ounce can of beer with 5% alcohol, a 5-ounce glass of wine with 12% alcohol, and a standard 1-1/2-ounce shot of whiskey with 40% alcohol all contain .60 ounces of alcohol.
- o Some mixed drinks can be very strong when more than one kind of alcohol beverage is contained.
- o It is important to understand and observe the amount and kinds of drinks that a driver is consuming:
    - because individuals are affected by the amount of alcohol they consume.
    - because many individuals will claim that beer does not affect them. (Beer packs a strong punch, even though there is a larger volume of liquid to consume and it is normally consumed at a slower rate.)

## VISUAL #4, ALCOHOL IN/OUT

### Major Ideas

To understand how alcohol works, you need a basic understanding of absorption and elimination. By understanding these processes, you will know that a drinker can control the intake of alcohol but not the rate that alcohol is used up in his body.

**Key Points**

- o Alcohol is absorbed rapidly. It goes directly into the bloodstream and does not have to be digested like food.
- o The drinker has control over the rate at which he consumes alcohol and thus the rate at which it is absorbed into the bloodstream.
- o Food will slow down the absorption rate. If someone is drinking too much too soon, try to get him to eat. (It will not prevent him from being affected but will slow him down so that he will not be affected as quickly and will not drink as much.)
- o The drinker cannot control the rate of elimination.
    - 90% of the alcohol is eliminated by oxidation (burned up by the liver), and this is done at the rate of about one drink per hour.
    - When drinking and absorption rate exceed elimination, alcohol builds up in the bloodstream and the individual becomes drunk.

**VISUAL #5, ALCOHOL AND THE BRAIN**

**Major Idea**

You need to know how alcohol progressively affects the brain to be able to recognize the stage you or other drinkers have reached.

**Key Points**

- o As the level of alcohol builds up in any individual, it progressively affects the brain.
- o The higher learning center (i.e., the part of the brain that controls judgment and inhibitions) is affected first.
- o Muscle control, vision, and coordination are next affected.
- o The last part of the brain which is affected is the area that controls vital functions. This will cause the person to "pass out." (Only automatic breathing and heartbeat function when the brain is entirely sedated.)
- o During the "sobering up" process, alcohol's effects dissipate in reverse order--e.g., as he sobers up, someone who is staggering will revert to the stage where "only" judgment and inhibitions are affected.
- o Don't drive or let someone else drive just because coordination problems are no longer evident.

## VISUAL #6, WHAT DETERMINES BAC

### Major Ideas

BAC (the percentage of alcohol in the bloodstream) depends on the amount consumed, the rate of drinking, and the drinker's weight. Knowing BAC levels helps the drinker set a limit. Anyone who drinks more than one drink an hour is taking a chance if he plans to drive.

### Key Points

- The amount of alcohol consumed, the rate at which it was consumed, and the drinker's weight all play a role in determining when and to what extent alcohol will affect the behavior and abilities of the drinker.

- A 120-pound person who drank four beers in one hour has reached an alcohol build-up of .12% BAC, which is another way of saying he is legally drunk. His ability to drive was affected long before that.

## VISUAL #7, EFFECTS AS BAC INCREASES

### Major Ideas

It is important to recognize the kinds of behavior that indicate how much a person has had to drink. It is important, too, to understand that you can influence the amount and rate at which drinking occurs.

### Key Points

- .01-.04% BAC--This level is one or two drinks, and usually results in slightly affected behavior. Example: A 120-pound person who has one drink in one hour is usually relaxed, sociable, talkative. Judgment is slightly affected. There is some risk in driving because of alcohol's effects on judgment and inhibitions.

- .05-.09% BAC--A false sense of security develops and behavior begins to change quite a bit. For example, the shy person becomes more aggressive. Our 120-pound friend reaches this state with three drinks in one hour. He definitely should not drive. His control is lessened; his judgment is affected, and his ability to respond is limited.

- When an individual's behavior changes, he should not drive until he sobers up.

- .10% BAC, besides being the legal level of intoxication in most states, is the level at which coordination, vision and reaction time are seriously affected. It is difficult to drive not only because of diminished judgment but because of diminished abilities.

- Our 120-pound friend reaches this stage with four beers in one hour.

- When he has four drinks in his system, he is intoxicated.

## VISUAL #8, OTHER FACTORS

### Major Ideas

There are other factors involved in the way alcohol affects an individual. You need to know these factors in order to avoid drinking and driving and to help others in drinking and driving situations.

### Key Points

- Alcohol can hit harder and faster with different individuals because of mood, drinking experience, and physical and emotional state.

- Mood--If the drinker is angry, depressed or drinking to "forget" or "to build up courage," it is likely that alcohol will hit hard and fast and make him even less capable of driving.

- Experience--New drinkers can experience so-called psychological intoxication, i.e., they expect to get drunk and act very drunk with one drink or less. In fact, they are just as drunk as if they had a lot to drink.

- If someone in the crowd will be driving and has had little or no drinking experience, his experiments with drinking should be deferred until a time when he will not be driving.

- Tolerance--Some experienced drinkers (and even some fairly new drinkers) have a very high tolerance for alcohol. This simply means they can drink a lot without showing the obvious effects. The fact is, however, that their judgment, thinking, and reactions are not immune to alcohol's effects. While people like this don't necessarily appear drunk, they cannot safely drive if they've consumed too much. The only way to recognize that people like this are affected by alcohol is to observe the actual amount and rate of their drinking. If you are one of these people, set a limit--no more than one drink per hour--or don't drive.

- Fatigue--If a drinker is tired, alcohol will hit him faster and harder. The same is true if one is ill and drugs are being used. Some combinations of drugs and alcohol are very dangerous. Avoid drinking if you are fatigued, and discourage drinking among others who are tired, sick or on medication.

## VISUAL #9, HOW ALCOHOL AFFECTS DRIVING

### Major Ideas

The drinking driver often rationalizes his behavior. You need to understand that all drivers are affected by alcohol no matter how much confidence they express in their abilities.

### Key Points

- The drinking driver cannot perform well because judgment, vision and reaction time are all adversely affected and driving errors result.
- The critical errors, such as improper speed or lane control and dangerous passing, are the ones that result in serious collisions and death.
- Young drinking drivers often take high risks and add the dangers of speed and night driving to their drinking.
- Separately, speeding, night driving, and drinking and driving are all factors in increased accident probability. Combined, they can be deadly for you, others who drink and drive, and those on the road who haven't been drinking.

## VISUAL #10, WHAT ARE THE RISKS

### Major Ideas

There is a definite relationship between how much a person drinks and his risk of being in an accident, especially a fatal accident. You need to know this to appreciate the risks you accept when you drink and drive or permit others to drink and drive.

### Key Points

- Over half the fatal accidents each year are directly or indirectly caused by drinking drivers.
- 40-50% of all driver fatalities had a BAC of .10% or more.
- 55-65% of drivers killed in single-car crashes had a BAC of .10% or more.
- All drivers risk accidents when they drive.
- The risk is two times higher at .06% BAC.
- The risk at .10% is six times higher.

- Statistics show that drivers under 18 are four times more likely than the general public to be involved in accidents when alcohol is not involved.

- Risks are even higher when alcohol is involved.

- Even at low levels (.03% BAC, which is one or two drinks for a 140-pound person), the risk is increased nine times for the 16-20 age group, compared with three times for the 20-24 age group.

## VISUAL #11, EIGHT DRINKS

### Major Ideas

The accident rate is high for drinking drivers. You need to know when it is safe for a drinker to drive. It takes a long time for a person who has reached a high BAC level to "sober up."

### Key Points

- If anyone has had one drink, it is usually appropriate to wait an hour before driving.

- Remember, the body requires about an hour to eliminate one drink. If you are consuming about one drink an hour, stop drinking the last hour of the party.

- Someone whose BAC level is .05% or higher is asking for trouble if he drives. The best strategy is not to reach that level. Set a limit on the number of drinks, and how rapidly they are consumed.

- In the example shown in the visual, the individual has reached a very unsafe level, and the alcohol won't be down until 3 or 4 a.m. because of the build-up of alcohol in his system and the rate at which it is eliminated. Yet it will still be unsafe to drive because of night driving and fatigue problems. The chart shows that his highest BAC level (the rate at which he is most affected by alcohol) is reached one hour after his last drink.

- That is why "one for the road" is such a bad idea. The effect of "one for the road" hits a driver when he is on the road.

- In short, when someone drinks too much, too fast, he shouldn't be permitted to drive. Waiting an hour won't help someone who is drunk. Any time a person is drunk, any activity requiring judgment is out of the question for several hours.

## VISUAL #12, ALCOHOL VS. JUDGMENT

### Major Ideas

Alcohol affects judgment, and a drinker sometimes thinks he can perform better than he can. He can't. You know it, but he doesn't. If you are the drinker, you are the one who's deluded.

### Key Points

- Alcohol affects the drinking driver's judgment so that he may think he is performing well and may have an inflated sense of his abilities.
- Example: The drinker who thinks he is very witty and charming after a few drinks, but, in fact, is not.
- When you try to prevent a driver from drinking too much or from driving, you will be faced with stated and unstated defenses.
- Defenses (I can handle it; I can drive better than her even when I'm drunk; it's the man's place to drive, etc.) make the drinking driver tough to cope with. If you drink and drive, you are part of the problem--but you can be part of the solution.

## VISUAL #13, HELPING OTHERS

### Major Ideas

The question is not whether to help; it is when and how to help. You don't have to wait until a driver is drunk before you take positive action. Most people will be glad you helped--especially the next day when they're sober and safe.

### Key Points

- You can prevent a drinking and driving situation before the drinking starts, during the drinking, or after the drinking.
- Before the drinking starts, you can look for indications that there will be drinking and driving later on and try to make plans to head it off.
- While the drinking is going on, you can pay attention to those drinkers who will have to drive later and, if necessary, get them to slow down or stop.
- If someone becomes too drunk to drive, you and others need to prevent him from driving.
- Have him ride with someone else; call for a ride; take away his keys if you have to.

## VISUAL #14, HELPING YOURSELF

### Major Ideas

Drinkers can keep drinking and driving apart. No one is saying "don't drink" or "don't drive." These decisions have to be made individually. But if you drink and drive, you are not just putting yourself at risk--you are putting others at risk too.

### Key Points

- Those who drink can drink in a responsible manner--they are to blame for the losses they cause when they don't drink in a responsible way.
- Set a limit--don't wait until judgment is impaired. Set the limit before drinking begins. Remember, the body gets rid of only one drink an hour.
- Control drinking by sticking to the limit, pacing drinks, and stopping early. Remember, one for the road hits you while you're on the road.
- Separate drinking from driving by letting someone else drive, taking turns driving and not drinking, staying overnight instead of driving home, or asking parents to drive you.

### Activity #3--Instructor-Guided Discussion: Drinking and Driving Situations

The purpose of this activity is to list the characteristics of drinking situations that are likely to lead to drinking and driving, as well as strategies for preventing drinking and driving. There are three situations to be discussed by the students. The first involves identifying trouble signs before the drinking starts. For example, a group of young people driving out to a remote spot to drink is likely to lead to a drinking/driving situation.

In the second discussion, the students will be asked to identify the signs that indicate someone who has to drive later is drinking too much. The last discussion will cover the most familiar situations. Students will be asked to identify the actions and appearances that indicate an individual has had too much to drink and will not be able to drive safely.

After identifying the characteristics for each situation, students will be asked to state how they would intervene to prevent the situation and to briefly discuss the possible outcome of that intervention. Student responses will indicate their knowledge of alcohol, how well they have read the student material, and their common sense.

You have three questions to ask during each discussion, as well as a chart (see next page) to guide your chalkboard activity.

Conduct the activity as follows:

1. List the three situations (before, during, after) on the board. Make columns for "What to Look For" and "What to Do."

2. Use the first two questions to obtain responses from the students. List the "What to Look For" characteristics first and then the "What to Do" strategies. As students volunteer specific examples, probe until the response can be reclassified as a characteristic or simply restate the examples as characteristics.

3. The last question is for discussion only. The question asks the students to predict the outcome of proposed interventions. It is also designed to reinforce the idea that group intervention is the best approach.

4. The questions for each situation and a chart to guide you in obtaining and classifying responses follow. Don't copy the entire chart on the board, just the headings.

## B. DISCUSSION QUESTIONS

### Situation #1 - "Before the Drinking Starts"

1. What kinds of things would you look for before a drinking situation starts that make it likely that drinking and driving will occur later?

2. What kind of things can you do that will change the situation or reduce the likelihood that driving will occur after drinking?

3. What do you think will happen as a result of attempts to change the situation?

(Discuss only. Reinforce the idea that decisions need to be made before the drinking starts and that the group is likely to go along because they'll want to avoid the consequences of drinking/driving and the sanctions from parents or authorities.)

### Situation #2 - "During the Drinking Situation"

1. It is generally easier to prevent a person who has to drive from drinking too much than to prevent him from driving later on. What are the signs you would look for that indicate a person who has to drive later is drinking too much?

2. What kind of things can you do that will help prevent the person who has to drive from drinking too much?

## SAMPLE ANSWERS

| SITUATION | WHAT TO LOOK FOR | WHAT TO DO |
|---|---|---|
| BEFORE DRINKING | o Amount of Alcohol--Large amounts for everyone.<br>o Type of Drinkers--A history of drinking and driving.<br>o Location of Drinking--Will there be a need to drive?<br>o Purpose--Is it an "unauthorized" party? | o Make sure the heavy drinkers don't have to drive.<br>o Elect a "nondrinking" driver.<br>o Change the site of the drinking.<br>o Arrange for other transportation before the drinking starts. |
| DURING DRINKING | o Amount of Drinking--Driver is drinking a lot.<br>o The way he drinks--gulping, always has a drink in hand.<br>o Actions--more talkative, personality changes. | o Try to persuade him to slow down or stop.<br>o Remind him of risks and of responsibility to himself and others.<br>o Enlist the aid of passengers and friends to intervene.<br>o Divert him with nondrinking activities (food, dancing, conversation). |
| AFTER DRINKING | o Actions--Spills drinks, bumps into walls, staggers, speech is slurred, conversation repeated.<br>o Appearance--Pale, sweating, red-faced, bleary or glazed eyes, disheveled.<br>o Someone who is loud, boisterous, overconfident, obviously drunk, insists on driving. | o Persuade him by citing risks.<br>o Enlist the aid of others--especially friends, passengers--to intervene.<br>o Offer alternatives--another driver, call parents, sleep over, taxi.<br>o Hide keys; disable car. |

3. What are the possible outcomes of your attempts to intervene?

(Discuss only. Reinforce the idea that by enlisting the aid of the drinker's friends and passengers and using the force of group opinion, intervention is likely to be successful.)

## Situation #3 - "After Drinking"

1. Sometimes people who have to drive drink too much and cannot drive safely. Often they insist on driving despite their condition. You don't need to carry a Breathalyzer around to test other drinkers. A person's actions and appearance as a result of drinking tell you if he is impaired or intoxicated by alcohol and should not drive. What appearances or actions should you look for to identify the drunk?

2. What are the kinds of things you can do to prevent an impaired or intoxicated person from driving?

3. What are the likely outcomes of your attempts to intervene?

(Discuss only. Reinforce the idea that using the force of group opinion and action is the most likely way to succeed. You may be able to do this by asking individuals if they would help out when someone else asked them to help intervene or if someone has already initiated an intervention.)

## Activity #4--Role-Play Practice

### Preactivity Preparation

Remind students to read their manual; point out the importance of their answering the questions that follow the scene described at the end of the student manual. Review the scene and roles for Scenario A.

## A. OVERVIEW AND GENERAL INSTRUCTION

The purpose of this activity is to give students practice in a role-play situation prior to Unit II, which consists entirely of role-play situations. The practice role play presents a logical conclusion to Unit I, in that students practice intervention techniques they have just discussed. The selected role play presents the most typical situation, a person who has had too much to drink and who insists that he is able to drive.

Use Scenario A from Unit II for the practice role play. This scenario is also given in the student manual. Students should have read the scene and thought about the questions presented in the manual. (The student manual is a reading assignment in Activity #1.)

## B. ROLE-PLAY PROCEDURES AND INSTRUCTION

- Divide students into groups (see "Preparing Assignments" in Unit II) and assign roles for Scenario A to members of each group.

- Instruct students to read Scenario A and study their roles. Students should not look at the roles of others. The role descriptions contain information on motivations and relationships that contribute to the dynamics of the situation.

- Have each group of students play the scene in front of the class. Since this is a practice role play, you may offer assistance or suggestions or ask the other class members for suggestions if the players get bogged down.

- Allow about 10 minutes for each group's scene or less time if it winds to a logical conclusion.

- Discuss and critique each scene. Try to get the class to focus on methods and techniques used to deal with the situation. Make sure the discussion relates to the matrix used in Activity #3 (What to Look For, What to Do).

## UNIT II - PROGRAMMED ROLE PLAYING (3 hours)

### PREUNIT PREPARATION

- Look over unit.
- Study the scenarios and roles.
- Preassign students to scenarios and roles (see "Preparing Assignments" section of this unit).
- Review Unit III in order to give Unit III assignment.

### INSTRUCTIONAL ACTIVITY

### Activity #1 (3 hours or class periods*)

Programmed Role Playing

This unit consists of only one activity relying on prepared scenarios and roles. During the last class period in this unit, make the Unit III student assignment and identify the day for the upcoming test.

### A. OVERVIEW AND GENERAL INSTRUCTION

The precise number of role-playing activities will depend on the size of the class. The following general sequence of activity should be followed:

- Instructor explains activity
- Students prepare for role play
- Students present role play
- Class discusses presentation.

### Organization of Scenarios

There are six drinking and driving scenarios identified as Scenarios A, B, C, D, E, and F. Within each scenario, there are eight roles, numbered in order of their significance. Roles 1-4 are critical to the scenario; roles 5-8 are minor "supporting" roles. Scenario A is used in Unit I for practice.

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* NOTE: Time required for this Unit will vary according to the number of students. Three hours are required for a class of 24 students (three groups of 8).

Groups will act out the scenarios in front of the entire class. For each scenario, a brief overview describes a situation that has reached a point of conflict or crisis, e.g., a drunk is getting ready to drive. The action in each scenario starts from that point of crisis or conflict. Each individual in the group is given a more complete description of his role which contains information about perceptions and motivations not included in the overview. Only the assigned individual sees a copy of his role.

It is important that you prepare group assignments before class begins. You will need to divide the class into groups, assign individuals to groups, and assign individual roles. This takes a good amount of time before each class session.

## PREPARING ASSIGNMENTS

### Preparing Group Assignments

Your objective is to divide the class into groups as equal in size as possible and to assign each group two scenarios to act out. The ideal class size for using the six scenarios would be twenty-four, i.e., three equal groups of eight, each assigned two scenarios.

Class sizes vary, however, and the guidelines below will help you determine the number of groups in various class size ranges. Within each range, you should divide the group as equally as possible, e.g., a class of 25 divides into four groups (6, 6, 6, and 7). The scenarios that will be assigned to the groups are also shown below. Those assignments provide for a mix of situations; e.g., Scenario C is a drunk who insists on driving, Scenario B presents a situation in which a group is planning a drinking event that will likely lead to drinking and driving.

### Preparing Individual Assignments

After you have decided upon the number of groups and their assignments, you need to:

- Assign individuals to each group.
- Assign roles to each individual.

Try to mix group members as much as possible, i.e., outgoing with introverts, students with knowledge of and experience in drinking with those who have little or no experience, etc. Also, group assignments need to be guided by the demands of the roles. In each scenario, there are equal numbers of male and female roles. If the makeup of the class does not support this, students can play the roles anyway--they are only roles.

## GUIDELINES FOR NUMBERS OF GROUPS AND ASSIGNMENT OF SCENARIOS

| Class Size Range (# of students) | Divide into (# of groups) | Assign these scenarios* |
|---|---|---|
| 4-8 | one | Group 1 - B, C, D |
| 9-16 | two | Group 1 - B, C<br>Group 2 - D, E |
| 17-24 | three | Group 1 - B, C<br>Group 2 - D, E<br>Group 3 - F, B |
| 25-32 | four | Group 1 - B, C<br>Group 2 - D, E<br>Group 3 - F, B<br>Group 4 - C, D |
| 33-40 | five | Group 1 - B, C<br>Group 2 - D, E<br>Group 3 - F, B<br>Group 4 - C, D<br>Group 5 - E, F |

* NOTE: Scenario A is omitted because it is used as the practice role play in Unit I.

There are some additional points to keep in mind when assigning roles--

- Avoid having an individual play the same role (the drunk or the individual who leads the intervention, etc.) in the scenarios assigned to a group.
- Give each individual a chance to play a major role (1-4) in one of the scenarios assigned to his group.
- When there are fewer than 8 members in a group, you can drop off some of the minor roles without seriously affecting the scene.

**Final Preparation**

To make sure the class starts smoothly, you should:

- Make a record of group assignments for reference.
- Assemble copies of overviews for each group to distribute in class.
- Assemble copies of assigned individual roles to distribute in class.

## B. CONDUCTING THE ROLE-PLAYING ACTIVITIES

### Getting the Role-Playing Activities Started in Class

You can get the role-playing activities started by using the following steps:

- Divide the class into the small groups you have already designated (for use in distributing assignments).
- Explain general procedures of the role playing to the entire class. (Caution students not to look at the individual roles of others in their group.)
- Distribute the overviews of the first assigned scenarios to each group.
- Distribute individual roles as the group members read the overviews of their assigned scenarios.
- Allow time (about 5 minutes) for individuals to study their roles.
- Select one group to present their scenario to the class.
- Introduce that group by reading the overview to the entire class to "set the scene."

- Repeat the sequence until all the groups have played their scenarios to the class.

- Distribute subsequent sets of scenarios and repeat the sequence again.

**Monitoring Role-Playing Activity**

Once a group is started, your job is to encourage or prod them if need be and help them come to an ending. Here are some guidelines to follow during a role-playing presentation.

- Normally allow 10 to 15 minutes per scenario.

- If a scenario comes to a logical conclusion before that, let it stop.

- If the scenario is very productive and is leading somewhere, let it go beyond the 15 minutes. On the other hand, if the group is floundering, it might be best to stop the scene and get suggestions from the class by asking, "Can anyone suggest what should happen to prevent...?"

## C. DISCUSSION OF RESULTS

- After each presentation, hold a brief discussion of the scenario that was presented.

- Ask key players if they felt they were effective in preventing a drinking/driving situation and if they believe they would be able to intervene actively in a similar real-life situation.

- Try to draw out ideas from the players about the importance of group support and the limits to how far they would go to prevent a drinking-driving situation, and why.

- Ask the rest of the class to comment. In particular, solicit their ideas on how the drinking-driving situation could have been prevented differently or more effectively rather than a critique of the "acting."

Students should become more proficient at "intervention" with each subsequent role-playing presentation. If that is the case, the discussions will become shorter because the results of each role play will speak for themselves.

When all role-playing presentations are completed, hold one final class discussion. During this short session, try to solicit responses from the class to these questions:

- Do you think the presentations will help you recognize and deal with potential drinking-driving situations in the future? How?

- Have the instructions and role-playing increased your willingness to intervene in the future?
- Finally, what key elements of support do you feel are needed for a successful intervention in future real-life situations?

## D. UNIT III PREPARATION

Make Unit III assignment (see instructions in Unit III).

## UNIT III - STUDENT-PREPARED ROLE PLAYING (2 1/2 hours)

### PREUNIT PREPARATION

- Look over unit and student guidelines.
- Divide students into three groups (you may retain groups from Unit II but there should be no more than three groups).
- Give assignments to prepare student roles. Roles should differ from those used in Unit II. Each group should hold at least one meeting before class to discuss and devise their role-playing scenario.
- Distribute student material entitled "Guidelines for Student-Prepared Role Playing."

### INSTRUCTIONAL ACTIVITIES

#### Activity #1 (2 hours)

Student-Prepared Role Playing

Groups of students prepare scenes, and each group member prepares a role. The roles are then played in class. The purpose of this activity is to simulate intervention experience in those kinds of drinking and driving situations in which the students would be most likely involved.

#### Activity #2 (30 minutes)

Tests

Administer the knowledge and opinion tests. Do not give students answers to test questions.

#### Activity #1--Student Role Playing

#### A. OVERVIEW AND GENERAL INSTRUCTION

At the close of Unit II, inform the students that you want them to try one more role-playing exercise.

- Divide the class into a maximum of three groups. This can be done voluntarily or by preassignment from you.
- Try to form groups with members who socialize with one another outside of class. This will make it more likely that groups will create realistic situations.

- Give each student a copy of the handout, "Guidelines for Student-Prepared Role-Playing Activity."

More important than the mechanics of the homework assignment is the impression you impart when you make the assignment. Some of the students may not take this last role-playing assignment seriously and may skimp on the preparation time. Try to impress on them that you will critique their efforts and are extremely interested in how well they will apply intervention techniques to realistic drinking and driving situations. Let them know that Unit III is not just a repeat of Unit II, which gave them a chance to practice in a variety of "made-up" situations. The purpose of Unit III is to bring that practice closer to home. It asks the students to look at situations they have actually encountered, or anticipate, or have heard about, and to apply intervention techniques to them.

Unit III calls for a serious and thoughtful approach to teenage drinking and driving. Students will act out past or future parties. Or perhaps they will act out a scene dealing with one of their members who indeed causes some worries because of his drinking and driving.

### Student Preparation

Student preparation is the key to Unit III. Each group needs to get together briefly before class to discuss and devise a drinking-driving scenario for presentation in class. The requirements for that meeting are outlined in "Guidelines for Student-Prepared Role Playing." In general, the written output of each group should be no more than two pages. The first part should describe the scene in a paragraph or two, e.g., a party, a celebration, a spontaneous drinking event. Students are encouraged to draw from real-life situations. The second part of the written output should include a cast of characters with one or two sentences describing each character. Students are encouraged to use real or thinly disguised characters.

One student in each group will be designated as secretary/recorder to prepare the written group output. Students are encouraged, but not required, to practice the scene once before coming to class. Students are asked to keep presentations to a maximum of 15 minutes.

## B. STUDENT ROLE PLAYING

As the instructor, your job is to introduce each group and to see that activities remain serious and thoughtful and end within a reasonable time limit. You should introduce each group by using their written overview to "set the scene." As each activity comes to a close, thank the group and lead the short class discussion which follows.

## C. INSTRUCTOR-LED DISCUSSION

The purpose of this discussion is to critique each student scenario on the basis of its realism in presenting a problem and offering a solution. Lead the discussion by asking other class members to comment. Was the situation real? Did the group show a real problem and act out a plausible solution? Would those solutions work in "real life"? Overall, was the drinking and driving problem treated by this group with the thoughtfulness and seriousness it deserved?

And, of the group members, ask:

If the situation ended positively: Are these things you would do in real life? Would you expect them to work?

If the situation did not end positively: Why don't you see this situation ending positively? What else could you have done?

**Activity #2**--See test file for instructions.

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## SCENARIO A
## MIKE AND CATHY'S PARTY

**Brief:** An older ex-student drinks too much at a party. His date is afraid to drive with him.

**The Scene:**

It's a party given by Mike and Cathy, a young couple just out of high school. The three other couples at the party are high school seniors, except for Bill, who graduated last year. Mike and Cathy have supplied snacks, soft drinks, beer and wine. Others have brought their own beer or liquor. Bill drove to the party with his date, Mary. He brought two six-packs to the party and has just about polished them off. Mary isn't much of a drinker. She's had just one glass of wine. Earlier, Mary kidded Bill about his drinking, but he didn't get the message. She has to be home by midnight, and it's getting close to the time to leave. She has driven home before with Bill when he was drinking, but this time he seems a little more tipsy than usual. Mary is afraid to ride with Bill. But she doesn't want to drive herself, either. She has trouble driving at night.

Mike, the party's host, has had quite a bit to drink. He hasn't been paying too much attention to the fact that anyone has to drive home. His wife, Cathy, has had a few drinks. She is starting to "feel" them, but mainly she feels tired. Cathy just wishes everyone would go home.

George is a friend of Bill's. He drove the other car to the party and brought his date Alice, plus Bob and Rose. He needs to get everyone home by 1 a.m. and will be driving in the opposite direction from Bill. George has been watching Bill drink and is concerned.

Alice, George's date, is quiet and shy. She was nervous about the party, but now she has a pleasant buzz on. The other couple, Bob and Rose, are enjoying themselves and not drinking very much. Rose is good friends with Mary and worried that Mary has to ride with Bill.

The party is starting to break up now despite Mike's protests. The crowd is moving toward the coat closet and goodbyes are starting to be said. There are several people who are concerned about Bill's driving. And now is the time to act because Bill, flush with confidence and as sure of his ability to handle a car as his ability to handle two six-packs of beer, pulls out his keys, puts his arm around Mary, and announces that he is ready to go.

**ROLE #1 - BILL DAVIS**

Your name is Bill Davis. You are 18 years old and just out of high school. It is Saturday night, and you have finished a hard week as the assistant manager at Green's Sporting Goods. Now you are enjoying yourself at Mike and Cathy's party. It's the usual gang, and you have known most of them since grammar school.

The only newcomer to the group is your date, Mary Fisher. You have been seeing her for almost a year. She is still in high school and has a 1 a.m. curfew. It's close to midnight and just about time to go.

You are working on the last beer of the two six-packs you brought to the party. The first beer was finished over five hours ago on the way to Mary's house. You feel pretty high. But it is no problem since it is only about five miles to Mary's house. And you have driven that route with plenty to drink before. You would never admit to Mary that you are feeling the effects of the beer. She is younger; she depends on you; and, since she just got her license, she doesn't like to drive at night. You need to take care of her.

Mary is talking to your best friend George now. You and he have been close for quite a while. He is younger and looks up to you.

It's time to go. With your last beer in hand, feeling high, a little tired and just a bit unsteady, you walk over to Mary and George. You put on your best face and try not to act drunk. Pulling the car keys out of your pocket, you put your arm around Mary and state confidently that you are "ready to go."

## ROLE #2 - MARY FISHER

You are Mary Fisher, a 16-year-old high school senior. It's Saturday night, and you are at Mike and Cathy's party with Bill Davis. The crowd is a little older than you, including Bill, who is 18 and just out of high school. You feel a little uncomfortable because outside of Bill, his friend George White, and your friend Rose Nelson, you aren't really close to anyone else at the party.

You had one glass of wine earlier with the cheese. But now you are drinking your usual diet sodas. You wish you could say the same for Bill. He brought two six-packs with him and has been working on them pretty steadily. As a matter of fact, he started drinking on the way over to the party and will probably drink his last beer in the car on the way home. You know Bill well enough to know that he will finish the beer he brought with him.

You care for Bill a lot. You have never doubted his ability to drink and handle a car. But the last couple of times out, he seemed to drive a little too fast and stayed too close to the center line. And he had to stop short a couple of times. You never said anything to him because you are afraid to drive at night. Besides, he wasn't drunk--just high. Tonight you kid him a few times about his drinking, but he doesn't take the hint. It's getting close to the time to go home now and you are concerned.

George White, Bill's best friend, comes over to talk to you now. He seems concerned, too. But Bill is on his way over with a beer in his hand and his car keys out. He is trying not to act drunk. But he is. He is ready to go, and you know he will insist on driving. Besides, what else can you do?

## ROLE #3 - GEORGE WHITE

Your name is George White, and you are 17 years old. It is Saturday night and you are at Mike and Cathy's party. Your best buddy, Bill Davis, is there too with his girl, Mary Fisher. Bill's out of school, but like you, Mary is a high school senior.

It isn't a rowdy party, but there is a fair amount of drinking. Bill, as usual, and the host, Mike Manning, are really putting it away. You are not drinking at all. You don't have anything against drinking, but tonight you are driving your own car and you have several passengers. A couple of months back, after you had too much to drink, you had a hair-raising ride home. No one knows about it, but you feel you were pretty lucky to make it home safe and without a ticket. So now if you are going to drink, you make sure that you don't have to drive. Bill is different. He drinks a lot but always insists on driving. He doesn't seem to get as drunk as you did that one time. But he always gets pretty high. And after your own episode, you don't think drinking and driving is such a hot idea.

Bill has brought his usual two six-packs, and it's a pretty good bet that he will polish them off before the party is over.

Right now it is after midnight, so Bill and Mary will be going home pretty soon. They only have a short drive and you would like to talk Mary into driving instead of Bill. Or if he is in really bad shape, maybe you can drive her home and then come back for him. You are talking to Mary now. Bill comes over. He is obviously very high. He is also ready to go. His keys are out and he wants to drive Mary home.

## ROLE #4 - MIKE MANNING

It's your party in your apartment, and you are feeling no pain. You are Mike Manning, age 20, and you and your wife give these weekend parties quite often.

You like to drink, and you like people who drink. That is why you like Bill Davis. He can drink like you.

It is getting close to midnight, and some people are starting to leave. But you want to keep on partying. Maybe you could get a few people to stay. You could get Bill Davis to stay. He has to drive his girl, Mary Fisher, home. Maybe he could come back. Or maybe someone else could drive her. You hear someone say that Bill is drunk and shouldn't drive. You haven't paid too much attention to that, not that you don't care. But you are drunk, and you can't tell whether Bill should drive or not. That is not your biggest concern anyway. Your biggest concern is keeping the party going. Your wife, Cathy, won't object. If the party goes on too long, she will just go to bed.

**ROLE #5 - CATHY MANNING**

You are Cathy Manning, age 20. You and your husband, Mike, are giving one of your frequent weekend parties with the crowd you have grown up with. You are the only married couple in the crowd, so the party is at your place. You try to be a good hostess and have put out some snacks and provided some beer and wine. But the real drinkers, like Bill Davis, have brought their own supply of drinks. And your own husband, Mike, is working on his private bottle of wine. Mike and Bill will probably get high. As for you, you've had three or four drinks. You feel a little glow, and you are definitely tired. Being a hostess can be taxing. You've tried to make everyone comfortable, especially Bill's girl, Mary Fisher, who seemed a little nervous to you.

It is close to midnight now, and you are ready to call it a night. Mike has had too much to drink, and you are glad he doesn't have to drive. Some people are starting to leave, and you wish they all would leave. Bill Davis looks like he has had too much to drink. His friend, George White, and his girl, Mary, are trying to talk him out of driving. You have known Bill for a long time, and he has always made it home in one piece. There shouldn't be any problem because he has only a short way (5 miles) to go. But maybe you had better see what kind of shape he is in. After all, you are the hostess.

**ROLE #6 - ROSE NELSON**

You are Rose Nelson, age 19. You are at Cathy and Mike Manning's party with your date, Bob Williams. It's been a nice party: a few drinks, some good food, good music and conversation. It's just now beginning to break up.

Only Mike and Bill Davis have done any heavy drinking. But they never get obnoxious or anything like that. However, you are concerned about Bill Davis because he will be driving your friend, Mary Fisher, home. Bill is 18 and out of high school and doesn't like anyone to say anything about his drinking and driving.

Mary is still in high school and won't speak up. You have seen Bill put away most of his two six-packs of beer tonight. He doesn't show his beer as much as others, but you believe that he has had too much to drink to be able to drive safely. Your biggest concern is Mary. Maybe she could go in George's car with you. Or maybe you could get her to speak up to Bill and talk him out of driving. Or maybe it's none of your business. Bill always drinks a lot and drives, and he has never gotten into any trouble. Leave well enough alone or speak up? What should you do?

## ROLE #7 - ALICE BLUE

You are Alice Blue, age 18. Tonight you came to Cathy and Mike Manning's party with George in his car. Rose Nelson and Bob Williams came along, too. You were a little nervous about the date with George and had two beers. The beers made you a little woozy and lightheaded, but the effects seem to be wearing off now.

It's been a pretty good party even though George seemed to be overly concerned about his friend Bill Davis' drinking, especially the fact that Bill will have to drive home later with his date, Mary. You certainly hope that there isn't any trouble about that. You don't like scenes. You are sure that if there is any kind of problem, the group can get together and work it out. Whatever they decide to do is best. You prefer to keep in the background.

## ROLE #8 - BOB WILLIAMS

You are Bob Williams, age 18. You came to Mike and Cathy Manning's party with Rose Nelson, George White and Alice Blue. George drove. You have had a good time at the party, and it's time to go home. It has been a tame affair. Mike and Bill Davis have had too much to drink, but what's new? The only thing is that Bill will have to drive home with his girlfriend, Mary Fisher.

You don't really like Bill because he gets pretty cocky when he is drinking. You rarely drink and generally don't care for people who get drunk or high. It's really none of your business what Bill Davis does. You have seen him put away about 8 or 10 beers tonight. If you knew him better, you might try to stop him from driving. But you don't know him very well. And so even though you don't think it is a good idea for people to drink and drive, it isn't likely you will do anything about Bill.

# SCENARIO B
# THE SHOPPING CENTER

**Brief:** It's summertime. The gang is hanging around Bill's car in the shopping center parking lot, talking about what to do tonight. Hal and Sandy drive up in Hal's pickup. "Hey, we got two cases of beer in the back. Let's go have a party!"

**Scene:**

On most summer evenings you can find the gang in the parking lot at the Central Plaza Shopping Center. That is where they start out. Sometimes it ends up with a couple of six-packs split between the six of them. Or it may end up a party at someone else's house.

Tonight, Bill and Janie were ready for a party. The rest of the gang were thinking that way too. Maybe they would get a couple of six-packs and drive to the lake. It was just five miles away and there was a spot they could drink without being interrupted.

Bill sometimes gets carried away and drinks too much. He doesn't let anyone else drive his car. So the crowd doesn't like to go too far away to do any heavy drinking. A couple of six-packs out by the lake seems pretty safe. Bill isn't the only one who gets carried away. Janie might be working on a bottle of wine even if no one else is drinking. She says she likes the sweet taste. But she gets high quite a bit. And sometimes pretty nasty. Ralph and Meg think of themselves as social drinkers. They like to party, but drinking is not such a big thing. They both have licenses, and sometimes Ralph ends up in a hassle with Bill about driving.

Richard and Jenny are the youngest in the crowd. Neither one has a driver's license. Drinking was exciting and unpredictable. Both have stern warnings from their parents about going with a drinking driver. And both have taken to heart what they learned about drinking and driving in school. But they haven't had much experience with either of those "adult" activities.

Tonight, it looked like nothing was going to turn up. So the gang was seriously considering getting some beer and driving off to the lake. But then they recognized Hal's red pickup truck. Hal and Sandy were good friends from school. They lived out in the boonies and would drive in every once in a while to see what was going on. Everyone was excited to see them.

With the engine still running, Hal leaned out of the pickup and announced to the group that he had two cases of beer in the back. "Let's go to the lake and have a party. You can all pile into the pickup or we can take Bill's car, too!"

Now, the gang is pretty excited about the prospects of a party. But Ralph, in particular, is concerned about the amount of beer and the driving arrangements.

## ROLE #1 - HAL JONES

You are Hal Jones, age 18. Living in the boondocks like you do, it's a great treat to drive into the Central Plaza Shopping Center and meet the gang from school, especially in the summer when you don't see them that often. And seeing the gang means one thing--having a party!

So tonight when you got the family pickup truck, you and Sandy Welch headed for town. You and she have gone in on the purchase of two cases of beer. The gang at the shopping center will be sure to kick in for their share when you get there. The two cases are in the back under a tarp. Your idea is to find Bill and the gang and head out to the lake for a party. It's a great summer night for drinking, swimming and just plain partying.

You and Sandy have already started with a couple of beers and are feeling loose. The lake isn't far from your place so you won't have any problems driving home. That really doesn't matter anyway. You aren't planning to get drunk--just have a good time!

When you pull into the shopping center, you see them all (Bill, Janie, Ralph, Meg, Richard, and Jenny) hanging around Bill's car. With the gang, you will have no trouble finishing off the beer before you head home.

## ROLE #2 - BILL WALLACE

You are Bill Wallace, age 19. You are with the gang at the shopping center deciding what to do tonight. You are restless. It's summertime and early in the evening. You are ready for some action, and action means a party.

You have been drinking a lot lately (mostly beer), and your folks have come down on you about using the car when you have been drinking. A couple of nights you have come home with beer on your breath. But you never get into any real trouble. There have been a couple of speeding tickets which caused you to spend some time in traffic school. But you know how to drive, and you know how to drink!

There were a couple of times that you did have too much to drink and passed out. You didn't plan it that way but it happened. Ralph drove you home, and you slept it off at his place. But as long as you know what is going on, you are going to drive your car.

Tonight you want to get high. It is just a question of the time and place. When Hal Jones pulls up in his pickup, you immediately go along with the idea of a party at the lake. The gang can pile into your car and you will follow Hal out to the lake.

## ROLE #3 - JANIE SANDS

You are Janie Sands, age 18. You are with the gang hanging around the shopping center. You've got your bottle of wine stashed in the back seat of Bill's car. You are about halfway finished with it and getting pretty high. You are not in a real good mood tonight. You would really like to go off with Bill and get loaded.

Ralph and Meg are here, and they are always bugging you about your drinking. You wish they would mind their own business. The more you drink, the angrier you get about them. They just spoil the fun. Sometimes it is nice to have Ralph around to drive if you have had too much to drink. But you don't have your car tonight, and Bill will drive in his car.

When Hal pulls up in his pickup, you are assured of another ride. And what a great idea. Just the four of you (Bill, Hal, Sandy and you) off to the lake for a party. Of course, you need to get some more wine. You can only stomach so much beer. Wine is your thing.

## ROLE #4 - RALPH DUNCAN

You are Ralph Duncan, age 17. On summer nights you hang around with your friends at the shopping center. It's not just the thing to do--it is your gang and you belong. You plan things together and do things together. The beer and wine that sometimes go along with the activities are only incidental. You share a lot more than that.

Of course, having Meg Barnes around helps a lot. You and she have been seeing each other all through high school. You've been close to Bill and Janie too. But her drinking and his macho act when he drinks turn you off. You've been on Janie's case about drinking, and you know it bugs her. But the thing that really bothers you is when Bill drinks and drives. You wouldn't mind his drinking so much if he would let someone else drive. He can get pretty mean about it.

Tonight is a good example. Janie is already getting high on her wine. Bill wants to have a party and is itching to get some beer and go someplace. That's okay. But you would like to drive before things get started. You could go home and borrow your folks' car if necessary. You are all for a party. But you think that someone who won't drink too much needs to be given the job of driving. You would even take the job because drinking isn't that important. You plan to have only one or two beers tonight. However, when Hal drives up in his pickup with a load of beer, things get complicated. Hal is a big drinker, and he is already driving. You don't want to dampen anyone's fun because your friends are too important. But you feel you ought to say something about the driving arrangements before everyone gets carried away. You might have to put up with a lot of teasing, and maybe they would decide to go without you and Meg. You don't want to be cut out of the group.

## ROLE #5 - SANDY WELCH

You are Sandy Welch, age 16. Living out in the country without a car, you depend a lot on Hal Jones for rides. Most of your friends from school live in town. This summer evening, Hal asks you if you want to go into town and find Bill and the gang for a party. The price is your share of two cases of beer. With the beer in the pickup, you head for town. Odds are you will run into the gang at the shopping center and get most of your money back.

The funny thing is that you don't care that much for drinking. But it is what the gang usually does at parties, and it sure beats being alone. With that much beer around, you will probably get high. It always seems to work that way. Hal will drink a lot too. One of you will have to stay sober enough to drive. Hal will let you drive the pickup if he gets too drunk.

When you pull into the shopping center, the gang is there. Bill and Janie, as usual, are ready to party. But you aren't sure if everyone else wants to go to the lake to party. It is convenient for you, but maybe not for them.

**ROLE #6 - MEG BARNES**

You don't really like hanging around the shopping center with the group because it usually ends up in a drinking party. Drinking is okay. You enjoy a beer or two. But Janie always gets looped, and Bill and Ralph get into hassles. Ralph is the main reason you put up with it all. You would just as soon go somewhere with him alone. If you suggested that, it might put a strain on things between the two of you. There are times to be with the gang and times to be alone. Ralph is very close to Bill and the rest of the gang.

Tonight would be a great night to have the gang over to your air-conditioned place for TV and popcorn. You'd like to keep Bill and Janie out of it because they would bring some beer and wine.

When Hal and Sandy drive up in the pickup, you are faced with a dilemma. The prospect of a beer party at the lake both attracts and frightens you. The scary part is having Bill and Hal drive. They are both big drinkers, and with the amount of beer (two cases) already in the pickup, it is likely that there will be two drunk drivers. Maybe you can talk Ralph into getting his car. Or maybe you just won't go. But you are afraid of what Ralph will do if you don't go. Can he put up with the teasing from the crowd if he chickens out of the party because of you?

## ROLE #7 - RICHARD BARKER

You are Richard Barker, age 15. The gang you hang around with at the shopping center are all older than you (except for Jenny). It made you feel important to be around them on these summer nights. And once in a while you would drink a beer or some wine with them. Your folks are dead set against drinking. You think that is unreasonable. They do have one unbreakable rule, however: Don't get into a car with a driver who has been drinking. You try your best not to break that rule because you know they are serious.

When Hal Jones pulls up in his pickup, you are faced with a tough choice. It looks like the gang will head for the lake with Hal and Sandy and their two cases of beer (Janie has some wine too). But Hal and Bill will be driving. And both are big drinkers. You know they are good drivers, but they both will be drinking.

It's important to belong to this group. And going to the party at the lake is very important. It's not the drinking; it's being part of the group. The party. The excitement. You don't want to miss anything.

You wish that you had your driver's license. Then you could drive and let Bill drink all he wanted.

## ROLE #8 - JENNY DALE

You are Jenny Dale, age 15. Most summer evenings you hang around with the older crowd at the shopping center. In some ways, it is exciting just to be with them. You have been tempted, but you stay away from the drinking. Janie's bad example turns you off.

Tonight they are talking about a party. You hope it will be at Meg's house, which is close by. But when Hal Jones and Sandy show up in his pickup loaded with beer, you know the gang will be off to a party at the lake. You are afraid to go, but also afraid not to go.

You will have to ride with Bill, and you know he will be drinking with all that beer available. Maybe it is okay for the older kids to go, but if you could work up your courage, you would ask Richard to do something else. He is your age.

You are afraid you will be left out of the gang. But you are starting to think that no matter what Richard says, a party at the lake is exciting, but too risky.

# SCENARIO C
# FRIDAY NIGHT FOOTBALL

**Brief:** Two carloads of students plan to go to a party after the big football game. But the drinking starts before the game, and it becomes apparent that one of the drivers may have had too much to drink.

**The Scene:**

It's Friday night football, and the big game is in Madison, 20 miles from Central City. Everyone in the gang has a driver's license, but Sally and Robby were elected to drive. Actually, Sally volunteered to drive. She is proud of the way she drives and of her new (although secondhand) car. Sally drove Rick, Jerry, and Nancy in her car. Robby, who had his parents' car, drove Yvonne, Dave, and Donna.

There was going to be a big party back in Central City after the football game. So it promised to be an exciting night. The excitement started at the "tailgate" party on the grassy parking lot before the game. Two buckets of chicken and two six-packs of beer were the main ingredients.

Robby just had one beer--as did each of the girls. Except Sally. She had two beers along with the rest of the guys. Rick and Jerry also shared part of a pint of whiskey. They each took a few swigs from the bottle and saved the rest to mix with cokes during the game. Dave had a thermos full of vodka which he was going to offer to the group during the game.

Everyone except Robby had one or two drinks during the game. He abstained. While Rick, Jerry, and Dave did the most damage to themselves, Sally wasn't too far behind.

The fact that Central City lost didn't seem to bother anyone, particularly the drinkers in the crowd. It was late, dark, cold and time to head back to the party in Central City. When they all reached the parking lot, it was clear that Rick and Jerry were pretty drunk. Dave was loud and pretty high too. And Sally, who was also proud of the fact that she could "hold her liquor," was beginning to show the effects of her drinking.

Dave still had some vodka left and loudly insisted on trading places with Nancy so that all drinkers could continue in one car. Sally brightened at the idea. Rick and Jerry mumbled their "okays." Donna cared a lot for Dave. So she wanted to go with him to protect him from his drinking.

The other girls were relieved that all the drinkers were going in one car. But Robby wasn't. Robby didn't think it was a good idea for Sally to drive, especially if they were going to drink more on the way home.

**ROLE #1 - SALLY BENSON**

You are Sally Benson, age 18 and a senior at Central City High. You have your license and your own car. It's a used car that your parents bought for you. But it's yours, and you are proud of it and the way you drive.

Drinking is a part of your lifestyle. You know how to handle your liquor. You like to get high, but not out of control. Tonight is a big night. A football game in Madison, 20 miles away, and then back to Central City for a party. Your friends are going in two cars. You are driving Rick, Jerry, and Nancy in one car, and Robby is driving the other car.

On the way over, Rick and Jerry have a few drinks from a pint of whiskey. They offer you a drink, but you refuse. It's too early to start. But when you get to the parking lot in Madison, it's a different story. You have two beers during the pre-game party, and during the game you have a few vodka drinks--compliments of Dave and one of the guys in Robby's car. Your last drink is a big one, and on the way back to the parking lot, you start to feel a little high. Dave thinks that it would be a good idea for all the drinkers to go back in your car. That way you can finish off his vodka. You like the idea, but Robby and Donna (Dave's girl) don't, and they raise some concerns about your drinking and driving.

Now, you don't like anyone telling you what to do. No one is going to say anything about your driving. And no one else is going to drive your car as long as you are able. And while having a few drinks on the way back isn't that important, you will make up your own mind about drinking, too. You have always decided when to drink and how much to drink. As far as you are concerned, being just a little high doesn't hurt your driving at all. You are a good driver, and a few drinks just keep you more on your toes than usual.

## ROLE #2 - ROBBY RILEY

You are Robby Riley, age 17 and a senior at Central High. On the night of the big football game, you drove one carload of the gang to Madison (20 miles away), and Sally drove the others in her car. With the exception of Dave Waters, you have the tamest group. Dave likes to drink and has a thermos of vodka with him. But he knows better than to drink it while he is in your car. He'll save it for the game.

You don't have anything against drinking. You just think it should be done responsibly. There will be a small party before the game, and then some of the group will have a few at the game. Finally, there will be a house party back in Central City later that night. All that drinking is more than enough for the non-drivers in the crowd.

You might have one or two beers at the house party back in Central City. But that will be it. You are not much of a drinker to begin with--you can take it or leave it. But when driving is involved, you set a limit of two beers...period. Sally is driving the other car and she has a reputation of being able to drink a lot. You have hinted to her that it would be wise to hold off on the drinking until the party after the game. But you note that Sally has a few beers in the parking lot before the game. During the game, she shares some of Dave's vodka, and you are beginning to get concerned.

After the game, it is obvious that Rick and Jerry have been drinking. Dave is not as bad but is pretty high. And you can tell that Sally has been drinking. She is becoming a little more talkative than usual and acting overconfident. When Dave suggests that he trade places with Nancy so that all the drinkers can go back in one car, you are really concerned. It would certainly be easy on you. But you care about your friends in the other car. There is no telling how much Sally had to drink at the game, and the drinks might not hit her completely until she gets on the road. The prospects of more drinking in the car on the way home make the situation even more dangerous. It just makes sense to have someone else drive Sally's car. That someone else has to be one of the girls who hasn't been drinking. It looks like _you_ will have to take the initiative to make sure Sally doesn't drive.

## ROLE #3 - DAVE WATERS

You are Dave Waters, age 18, a high school senior at Central City High. Tonight promises to be a blast. There is a football game in Madison followed by a party back in Central City. You have a thermos full of vodka and orange juice for the game. You are not too thrilled about riding with Robby Riley because he will raise a fuss if you try to drink in his car. So you have a couple before the trip and hold off the drinking during the ride over. Your girl, Donna, is the one who wanted to go in Robby's car. You know that she sometimes gets upset about your drinking and probably managed it so all the real drinkers were over in Sally's car.

It doesn't matter. You all meet at the parking lot outside Municipal Stadium in Madison. During the impromptu tailgate party, you have a couple of beers, and during the game you share your vodka with Sally, the other driver. By the time the game is over, you are feeling pretty high and ready to party. It would be a great idea to go back in Sally's car and finish off the vodka. Sally is a lot of fun when she is drinking with you. So are Rick and Jerry, who are feeling no pain from the whiskey they brought with them. If you can't squeeze into Sally's car, you can trade places with Nancy. Donna could come along too, but she is getting to be a drag the way she worries about your drinking. She probably is a little jealous of Sally, too.

Out in the parking lot after the game, you announce to everyone that you are going back to Central City in Sally's car.

## ROLE #4 - DONNA EVANS

You are Donna Evans, age 16, a junior at Central City High. Tonight is the big football game in Madison. You and the gang are going over in two carloads. You prefer going in the car with Robby and Yvonne and, of course, your boyfriend, Dave. Robby will drive, and he doesn't drink. You are concerned about Dave's drinking. Dave Waters has a reputation for drinking a lot, and so you are glad that Robby will be driving. But driving isn't your major concern. You don't like the way Dave acts when he has too much to drink. You feel that it is separating the two of you.

You certainly didn't want to go in Sally's car. She, Jerry and Rick drink a lot. Just put Dave in that group and he will be drinking on the way over and back. There is plenty of time for a party later on tonight. Also, when Sally and Dave are drinking, she gets a little too friendly with Dave. You are sure nothing will happen when they aren't drinking, but things change with a few drinks.

Dave joins in the party in the parking lot before the game and continues drinking from his thermos of vodka and orange juice during the game. He offers you some, but the one beer you had before is enough. Dave turns to Sally and they share the vodka and orange juice. You mention to him a couple of times during the game to slow down. After the game, Dave says that he wants to go back in Sally's car. You think that he has had too much to drink and that he needs you. If he goes back with Sally, you will go, too. You and Dave will sit in the back seat. Maybe you should help him finish his thermos on the way back.

**ROLE #5 - RICK BROWN**

You are Rick Brown, age 19, and a college freshman. Tonight you are going to the Madison-Central City High football game with some old friends. The great thing about the game is that you can party before it, during it, and after it. On the way over in Sally's car, you and Jerry take a few drinks from a bottle of whiskey. You can tell that Sally is a little nervous about your drinking in the car. But once she starts drinking, she won't care. You really like her and want to make a good impression on her. You were going to drive until she volunteered. That is okay. Tonight is for partying, and you don't need to be worried about driving. The other two riders in the car, Jerry and Nancy, are pretty quiet. Jerry will go along with the drinking but doesn't say much. It's hard to tell what Nancy is thinking.

At the tailgate party in the parking lot of Municipal Stadium, you and Jerry continue working on the pint of whiskey, and you have a few beers. Things are getting lively, particularly since Sally has joined the drinking and your friends from Robby's car have joined in the party.

Drinking continues during the game and you are feeling a little high. After the game, Dave, one of the guys riding in Robby's car, wants to come back in Sally's car. He has been drinking with her during the game. You are high, and it doesn't matter that much to you. Sally seemed a little high too. Maybe you ought to drive. After all, you are older and more experienced.

**ROLE #6 - NANCY BARTLETT**

You are Nancy Bartlett, age 17, a senior at Central City High. You are nervous about going to the Madison-Central City High football game. You are nervous because you will be riding over in Sally's car with Jerry and Rick. You like Jerry and want to be with him. Rick, who is older, is in college and drinks. Sally will probably drink later on at one of the many parties associated with the football game. Drinking people scare you. Especially when driving is involved. You would much rather have gone to the game in Robby's car. He is pretter sober and solid. But you want to be with Jerry.

As you suspected, Rick has a bottle, and he and Jerry have a few drinks on the way over. You wish Sally would say something, but she doesn't. Before the game, you have one beer at the tailgate party...but you don't even finish that. During the game, you sit with Jerry. He is getting high with Rick (Jerry doesn't seem to be able to drink much without getting high), and it looks like Sally and Dave are drinking, too.

After the game, when Dave says he wants to go back in Sally's car, you are relieved. Sally has been drinking so you see this as a chance to trade places with Dave and go back in Robby's car. You are sure that you can talk Jerry into coming, too. Donna will probably want to go with Dave, so you and Jerry can probably trade places with Donna and Dave. With the exception of Jerry, let all the drinkers go back in the car. That is a relief.

**ROLE #7 - JERRY KNIGHT**

You are Jerry Knight, an 18-year-old high school dropout. Tonight you are going to the Madison-Central City High football game with some old friends. Sally is driving, and you and she have partied a lot together. Rick is in college (but it hasn't gone to his head), and he is supplying the pint of whiskey for the trip over and for nips during the game. And of course, there is Nancy. Although she is a year younger and still in high school, she is special to you. You want to keep her happy.

You will be meeting the group from Robby's car for a party before the game. That is a pretty tame group, with the exception of Dave. Actually, you don't like Dave as he gets pretty obnoxious when he drinks.

Drinking affects you differently. A few drinks on the way over, a couple of beers in the parking lot, and a few more drinks during the game make you sleepy. After the game, Dave wants to go back in Sally's car. And Robby doesn't think Sally should drive because she was drinking during the game. You really don't feel too strongly about those issues, although you would just as soon not be with Dave. And of course, you want to be with Nancy. But really, the drinks have put you in a sleepy, "Who cares?" mood.

**ROLE #8 - Yvonne Morgan**

You are Yvonne Morgan, age 17 and a junior at Central City High. You are excited about the big football game between Madison and Central High. The ride over to Madison, the party before the game, the game itself, and the party after promise to make it a big night.

Drinking will be a part of those activities, but that is not one of your major interests. You might have a few beers, but your fun comes from the people and the excitement. The drinking of others doesn't concern you much as long as they don't get rowdy or cause you trouble.

With the exception of Dave, the riders in your car aren't drinkers. Robby, the driver, is solid and sober. He is a lot of fun, and you like him. You look up to him, too. Donna is pretty much wrapped up in Dave, who is pretty much wrapped up in himself and drinking.

The tailgate party before the game is fun, and you have a beer. You don't drink during the game, but some of the riders in the other car (Sally, Rick and Jerry, along with Dave) are drinking. You sit with Robby, and he brings up his concern about Sally's drinking. After all, she has to drive the other car back. Generally, your attitude is "live and let live." After the game, Sally seems okay to you, but Robby thinks she has had too much to drink and that someone else should drive. To complicate matters, Dave wants to go back with Sally so that all the drinkers can be in one car. You certainly weren't looking for any hassles like this. Maybe you ought to stick your two-cents-worth into the situation. It probably is best that Sally does not drive. But how can that be resolved without a lot of hassle?

## SCENARIO D
## BRAD'S PARTY

**Brief:** It's early in the party, and Jesse is bombed. He and Beth are ready to leave. Beth is happy to let Jesse drive because she is high too.

**Scene:**

This is the second or third time that Brad's folks have gone away for the weekend, and each time they said it was okay for Brad's friends to come over. They don't mind a little beer for his friends if they are over 18. They trust Brad and count on him to avoid any trouble.

Brad's girl, Jill, will act as hostess. She'll put out the snacks. She is always trying to get some kind of parlor game going, although most of the group just wants to talk or comment on whatever is on TV.

Charlie and Anne are usually the loudest, especially after they get high on the beer they've brought. They both live down the street and will walk home after the party.

Mike and Sue are interested mainly in one another. They are usually nuzzling and giggling with each other in the big soft chair in the corner. Their drinks often go untouched.

Beth and Jesse are a different story. They are friends of Mike and Sue and not part of the regular group. It is their first time at one of Brad's parties. They arrived in Jesse's car, and it appeared that Jesse was a little high when he got there. And during the party, Beth and Jesse are working on a half gallon jug of wine.

At one point, Jesse gets up to go to the bathroom, and it is obvious that he has had too much to drink. He staggers a little, bumps into the couch and apologizes. He's trying to be funny and gets a few laughs with that one. Jesse returns from the bathroom, and he and Beth get up to leave.

Leaning on one another, they come over to say goodbye to Brad and the others. As Jesse fumbles for his keys, Brad talks to Beth. "Do you think he can drive?" Brad asks. Beth smiles. Her speech is slurred, and her breath tells a story about her drinking too. "Well...one of us has to drive...and I'm too high." She grabs Jesse's arm and is ready to go.

**ROLE #1 - JESSE PIERCE**

You are Jesse Pierce, age 19, a year out of high school. You work in a local garage. You have just started going out with Beth Johnson. She is a lot younger than you and still in high school. But she is pretty sophisticated for her age.

She is into wine, and that is okay with you because it solves two problems. First, it's something you can do together. Second, it helps take the edge off, and you aren't so nervous around Beth. You are nervous because you are trying hard to impress her. The things that impress her are the fact that you are older and can drink a lot. Also, your good sense of humor impresses her--or at least you think it does.

This Saturday, you and Beth are going to a party at Brad's place. You don't even know Brad, but some friends asked you to come. They said that it was more or less an open house since Brad's folks would be out of town for the weekend. You have to bring your own booze, but there will be plenty to snack on and above all a place to just take it easy and party without any hassle.

You had a couple of drinks before you picked up Beth (so you shouldn't be so nervous). Then you both headed over to Brad's with a half gallon jug of wine. Except for your friends, Mike and Sue, you don't know any people at the party. But that is okay because you and Beth pick your spot and work on the jug of wine. It's sweet and goes down fast. Before you know it, you are lightheaded and silly. So is Beth. You are having a great time.

You have no idea what time it is when Beth suggests that you go someplace else. You have had a lot to drink so you will have to be careful driving. There is no question that you will drive. The man is supposed to drive. Besides, Beth is high too, and you have driven plenty of times when you were loaded before. When you stand up to leave, you realize how much the wine has hit you. You feel it; you are drunk. But you're extremely confident in your ability to handle your car. And, after all, what would Beth think if you didn't drive?

## ROLE #2 - BETH JOHNSON

You are Beth Johnson, age 17 and a high school senior. You like to get high, and that is one of the reasons that you go out with Jesse Pierce. He's older and supplies the wine. Besides that, he is a lot of fun. You even like him better when he is drinking because he relaxes and isn't so nervous around you. He can be very uptight with you. You guess that he likes you a lot.

It's great too that Jesse has a car and is a good driver. Working in a garage like he does, he knows a lot about cars. So, you really have it made with Jesse. Tonight he is going to take you to a party at Brad's place. You vaguely know Brad, but some friends of yours invited you over because Brad's parents are out of town. It's a place to drink and party.

When Jesse picks you up, he seems pretty relaxed. He has probably already had a few drinks. He has a half gallon jug of wine to share with you at the party. The party isn't much of a party. The people are dull, and mainly you and Jesse get high on the wine. You are feeling pretty good but restless. It's time to move on. You both have put a heavy dent in the jug of wine. Now maybe you can look for another party or just go...who knows?

You put the word in Jesse's ear, and he pulls out his keys and heads for the coat closet. When you get up to leave, you feel very high. Jesse is feeling no pain either. That is pretty obvious. Brad, the host, stops you and asks you if you are going to drive. You have a driver's license but never thought of driving. You are too high to drive. Besides, Jesse has always driven when he has had a few drinks. So why shouldn't he drive tonight?

## ROLE #3 - BRAD ALLEN

You are Brad Allen, age 18 and a senior in high school. Whenever your parents go out of town for the weekend, they let you have a party. There are some ground rules. No heavy drinking parties are allowed, although beer is okay for those old enough to drink it. The guests have to bring their own. Your folks expect you to serve only soft drinks and snacks. Usually things work out pretty good. But when there are party-crashers, or when someone drinks too much or is underage, or when someone brings wine or hard liquor, you get pretty nervous. When those things start happening, you forego your beer drinking and try to get a handle on things.

Jill is always a big help. She'll help you set up the party and generally give you a hand if there is any problem. Jill likes to play hostess and keep people involved in games. But she is often ignored because people want to sit around and watch TV or talk and drink.

Things were going pretty good tonight until Jesse and Beth showed up. They aren't really crashers because apparently Mike asked them to come on over. When you see that they have brought a jug of wine to drink, you become concerned. Your first concerns are that they will get drunk and cause problems, like spill things or break things. You don't want to get in trouble with your parents. As the evening progresses, you note that Jesse and Beth don't mingle at all. They sit and drink. You become a lot less anxious about trouble from them because they seem to be wrapped up in their wine and in each other. You talk to Beth a couple of times, and she seems bright and friendly. Jesse is definitely getting loaded. Now you have a different concern. What kind of shape will Jesse be in to drive home? You don't know these people at all, but you are concerned. Even if they are strangers, you don't want them to get a ticket or get in an accident. And besides that, you or your parents might get into trouble if someone got into an accident coming from a party at your house.

A lot of things go through your mind. You need to talk with Beth to see if she can drive. You need to get Jesse to stop drinking and get involved in something else. And you need someone to help you. Jesse and Beth don't know you, so it will be difficult for you to stop any drinking and driving situation alone. Jill can help you. Or perhaps Mary, Mike, and Sue can help. After all, they know Jesse and Beth.

When Jesse and Beth get up to leave unexpectedly early, you are faced with a problem. And when Beth volunteers that she is too high to drive, you have no solution. You could let them go. After all, you don't know them. But you feel that you should make some effort to delay or prevent them from leaving. And you definitely feel that the others at the party need to become involved.

## ROLE #4 - JILL PETERS

You are Jill Peters, age 17 and a high school senior. You like the parties at Brad's house when his parents are away. It gives you a chance to play hostess and a chance to be alone with Brad. The parties are pretty informal. Generally everyone sits around and drinks a few beers and watches the tube. Once in a while you can get them to play some party games--but not often. And anything beyond potato chips and canned dip is wasted on this crowd.

Like Brad, you get uptight if anyone brings anything to drink or if anyone gets drunk. You feel a joint responsibility to see that things go well. And they usually do. Strangers are a bad sign. And tonight, Jesse and Beth (friends of Mike and Sue) showed up. They keep pretty much to themselves and their jug of wine. You try talking to Beth a couple of times but don't get very far. As the evening progresses, it becomes apparent that this new couple is interested mainly in drinking and talking to each other.

Once in a while Jesse tries to make the group laugh. But that just seems to be a way to impress Beth. It is then that you become aware of how drunk he is. And it also appears that Beth is pretty high, too. You can see that a potentially dangerous situation is developing. You firmly believe in that slogan, "Friends don't let friends drive drunk." The only trouble is you don't know these people very well. No matter, they are guests in this house. You feel that you have to do something to intervene. Before you can act, Beth and Jesse decide to leave. As they start to get ready, you decide that you might be able to distract Beth and delay their leaving, at least until someone steps in to help you. Whatever happens, it is painfully obvious to you that these two should not get into a car and drive away right now.

## ROLE #5 - MIKE TRENT

You are Mike Trent, age 18, and a high school senior. When Brad has his weekend parties, you always are invited. They usually happen about once a month and are a great place to go on a Saturday night. And a great place to take Sue. You can relax, be comfortable, and watch TV. You usually take a six-pack of beer to Brad's. It is your contribution because you will only drink one beer. And that is about it. Sue doesn't drink at all.

Your friend Jesse shows up tonight. You told him about Brad's party because Jesse was looking for a place to take Beth. They have just started going out. When Jesse shows up, you can tell that he has had a few drinks. You know he drinks a lot. This troubles you because if you had known for sure that he was coming, you could have driven him. But you put it out of your mind.

Later in the evening, you see Brad talking to Jesse and Beth as they are leaving. Even from across the room, you can tell that Jesse is in pretty bad shape. You guess Brad is trying to get him to stay to have coffee or something. You feel a slight obligation to go over and say something because Jesse is your friend.

## ROLE #6 - SUE CHAMBERS

You are Sue Chambers, age 18 and a high school senior. Brad's parties mean one thing to you...a chance to be alone with Mike. Once in a while some of the kids do some drinking. But that doesn't interest you at all. Sometimes Jill will get you involved in a party game, and that's fun. But the most fun is talking with Mike, watching TV, or dancing with him.

Jesse and Beth show up later on. You wish that Mike hadn't told them about the party. It wasn't fair to Brad. More than that, you just don't like Jesse. You don't understand what Beth sees in him except that he's older. The two of them drink a lot, too, and you don't like to be around drunks.

You don't pay much attention to them at the party. As a matter of fact, they get up to leave pretty early. You wouldn't have noticed at all except that Brad stops them at the door and is apparently trying to keep them from going. Jesse probably has had too much to drink again. But he always makes it one way or another.

Your feeling is that if Jesse and Beth want to go, let them go. After all, he is old enough to know what he is doing. You might change your mind if you knew how drunk they are. But you haven't been paying that much attention.

## ROLE #7 - CHARLIE HUNT

You are Charlie Hunt, age 17 and a high school senior. Brad's parties are practically across the street. When they happen once or twice a month, you can bring a six-pack over and get high. If there's anything going on after the party, you're sure to be involved. If not, you can walk home. It cuts out the hassle of drinking and driving--you either walk or go with someone else.

Tonight's party is pretty small. You've been drinking your beer, talking and laughing with Anne, and watching TV. There is a new couple--Jesse and Beth--at the party. And they seem to enjoy their booze. You think Jesse is a pretty funny guy. It looks like he got loaded and wants to leave. But Brad is holding him up. Brad is always nervous about something. It isn't any of your business. Drinking and driving isn't very smart. But you got high on your six-pack and don't want to get into any hassles. Jesse seems to be an okay guy. Maybe he will have another drink with you.

## ROLE #8 - ANNE CASE

You are Anne Case, age 17 and a high school junior. Parties at Brad's are something to do because they are so close. You can drop in and leave anytime because you live right down the street--within walking distance. You like to have few drinks at these parties. Drinking makes you pretty silly. But it wears off pretty quick and the silliness will be gone when you go home. Sometimes Charlie and the others go out after the party. But that isn't for you because it usually involves driving, and sometimes the driver has been drinking. That is something you stay away from altogether.

Tonight's party is pretty small and there is a new couple at the party --Jesse and Beth. You talk to them briefly, but don't really notice them until they start to leave. Both of them are pretty loaded from the jug of wine they brought to the party. Too bad. One of them will have to drive, and neither of them looks capable. Your high is wearing off now as you watch Brad talk to the couple. Maybe he is trying to get them to stay over.

Good luck. Drinking and driving is dangerous. But it isn't your responsibility to do anything. You don't know Jesse and Beth. Someone else will take the initiative.

# SCENARIO E
# JIM'S PARTY

**Brief:** A shy young man is exceeding his drinking limit. His friend wants him to slow down because he knows that the young man has to drive his father's car later.

**The Scene:**

It's a weekend party at Jim's house. His folks are out for the evening and will be back around 10:30. They have let him have a get-together with his friends for the evening. It's 9:30 now, and things have been going on since 8:00. The party will break up when Jim's folks get home, or it might move on to another location.

Jim has laid out soft drinks and snacks. Music, talk, and dancing are the main events. Right now there is a lull in the music and dancing, and most of the crowd is engaged in a lively circle of conversation. There are some drinkers in this crowd. They have brought their own beer or wine and many of them are holding a drink.

Tom has just finished his third beer. That is normally his limit when he is driving his father's car. Tonight he has reached that limit much quicker than usual because he is nervous about Ellen. Tom has split a six-pack with his friend Bob.

Bob drove to the party with his girl Diane. He realizes that Tom has reached his limit pretty quickly and is concerned. Ellen has a slight buzz on and is enjoying the party. She rode to the party with Joyce, who is a little bored and just listening.

Mark and Todd are in the conversation too. Mark, as usual, is bombed. And when Mark drinks, everybody drinks. Todd kind of takes care of Mark. He'll drive him home and then go his own way.

## ROLE #1 - TOM SMITH

You are Tom Smith, a 16-year-old high school senior. Jim's party will break up around 10:00 this Friday evening. One of your objectives at this party is to get a date with Ellen Dale for after the party. You came alone in the family car. Ellen, who doesn't drive, came with her friend Joyce. You are a little nervous about asking her out. Maybe that is why you are drinking more than usual.

You, Bob, and Diane are sharing a six-pack of beer as usual. Bob and Diane hardly drink at all and will probably have one beer apiece. You might have two or three, depending on the length of the party. But tonight you have already had three beers, and you still haven't asked Ellen out. She has been friendly enough, but you just haven't gotten up your nerve. Part of the problem is that you haven't been alone with her. Right now you are both part of a circle of conversation about general things like movies and sports. One more beer and then you will ask her to dance. But maybe there isn't any beer left. If the six-pack is gone, you can get a drink from someone else. Mark Rogers is here, smashed as usual. He'll have a bottle to share.

You are starting to feel some slight effects from your three beers. It is beginning to relax you just a bit. One more drink should do the trick. Of course, you have to be careful because you are driving your father's car tonight. But you are okay. Four beers in two hours. What's that!

You turn to Bob and inform him that you are going to drink another beer from the shared six-pack. Bob has a concerned look on his face.

## ROLE #2 - BOB SANFORD

You are Bob Sanford, age 18 and a senior in high school. Jim is having a little get-together between 8 and 10 p.m. while his parents are out. You came to the party with Diane. Your friend Tom came along in his father's car. The three of you will share a six-pack of beer. It usually ends up that you have a beer, Diane has a beer and Tom might drink two--three if it is a long party.

Your mind is preoccupied with events scheduled for after this short party. You and Diane will be taking in a late movie, and you are looking forward to that. You don't know what your buddy Tom will be doing. All you know is that he has been nervous all night. A lot of it has to do with Ellen Dale. Tom wants to ask her out, and he doesn't know her very well. You've noticed the two of them talking a lot. But the conversation stayed pretty light. That could also be why Tom is drinking so much tonight.

He has had three beers in less than two hours. He hasn't shown the effects yet. Maybe he won't. But as far as you are concerned, that is enough beer for your friend. You feel somewhat responsible for him. The last thing you want to happen is for Tom to get arrested for drinking and driving or, worse yet, get in an accident. If he keeps drinking the way he is, he could be headed for that kind of trouble. Or more likely, he is headed for trouble with his father. If Tom comes home just a bit tipsy and smelling of beer, he could be handing the car keys over to his father for a long time. You are concerned. When Tom asks about having another beer, you know you will have to confront him quietly. He is just beginning to show some slight effects from the beer. But that is not the point.

## ROLE #3 - MARK ROGERS

You are Mark Rogers, an 18-year-old high school graduate. Right now you are out of work and just collecting unemployment. That's okay with you because it gives you plenty of time.

Tonight you crashed Jim's party along with your friend Todd. Of course it was your idea. Todd does the driving. He likes parties but is not much of a drinker. The crowd at the party is not much of a drinking crowd either. Or at least it seems that way to you. Tom Smith and Bob Sanford are over there drinking some beer. But it doesn't really look like a drinking party. They don't drink the way you do--you've been at it since before the party and aren't feeling any pain. As a matter of fact, you are drunk. You are still going strong with your bottle of whiskey. It's about half empty and you are using it to mix with your coke in a paper cup.

There are a few people in this crowd you don't like. Bob Sanford, for example, is Mr. Clean. He might drink a beer or two, but he doesn't smoke or get high. He is just too nice. You don't like the host, Jim Beck, either. He didn't invite you. You had to crash.

Well, it sure is dark out tonight and lonely. You need someone to drink and talk with. Maybe Ellen or Tom Smith. You head over to the circle of conversation, ready to offer your booze to the crowd.

**ROLE #4 - JIM BECK**

You are Jim Beck, age 18 and a high school senior. Your parents will be out until 10:30 tonight, so they are letting you have a little get-together in your home. Your idea was chips and dip and some music to start the weekend. You like the idea of playing host. It makes you feel special. Things were working out fine until Mark Rogers showed up, uninvited and pretty drunk. He has a bottle with him and is offering it around. He makes you pretty nervous.

The rest of the crowd is drinking their beer or the soft drinks you provided. Only a few of them are doing any noticeable drinking. Ellen Dale has had three or four beers and so has Tom Smith. Since they are both only 16, that concerns you. The fact that Tom is driving his parents' car also concerns you.

As a host, you feel a little responsible. And as a friend, you want to make sure that Tom doesn't drink too much because he has to drive. You aren't really sure how much he has had to drink. His friend Bob might know, since he and Tom usually share the cost of their beer together. You decide to talk to Bob as well as keeping a worried eye on both Tom (because he has to drive later) and Mark (he won't be driving but is drunk enough to cause problems at your party).

## ROLE #5 - ELLEN DALE

You are Ellen Dale, a 16-year-old high school junior. You are having a good time at Jim's party. You came with Joyce. You have had two or three beers and feel quite relaxed and sociable. Now you are concentrating on the conversation and music and wondering what you will do later tonight.

This thing will break up around 10 p.m. You and Joyce could go somewhere. You think that Tom Smith would like to ask you out. He is so shy, although he seems a lot looser in the conversation you are having with him now. Maybe Tom isn't interested. Or maybe you should say something. But you sure would like to continue the party later on. Maybe you could get a group together to go in Joyce's car.

Whatever happens, your main interest is keeping the party going. Of course, Mark Rogers is out. He gets too drunk and too loud. Besides, he'll probably pass out, and Todd will drive him home.

It's 9:30 now and you are in the midst of a lively conversation with Tom and the other party-goers. It's time to have another beer and to make plans for what happens next.

## ROLE #6 - DIANE CARR

You are Diane Carr, a 17-year-old high school senior. You are having a pleasant time at Jim's Friday night party. There are music, snacks, and good conversation. You are happy to be there with Bob Sanford and looking forward to going to the late movie after this get-together.

It's too bad Mark Rogers is here, because he is drunk and loud. You don't like people who get drunk. Bob and you have each had a beer just to be sociable. Bob's best friend Tom Smith is drinking a little more than usual. You hope he watches it because he has to drive later. But that is not your concern. It's approaching 9:30 and you are interested in leaving with Bob.

You are looking forward to the rest of the evening.

## ROLE #7 - TODD RAYMOND

You are Todd Raymond, age 19 and a computer technician trainee at a local company. You and your best friend Mark have crashed Jim's party. Mark, as usual, is drunk. So it's a good thing that you are driving. Drinking is not your interest. You are looking for company. But this is mostly a couples party, and they are all young high school students.

Your concern becomes Mark. You'd like to get him out of here and home. You want to take off without him because when he is drinking, he is a social drag. Mark is trying to mingle with the kids at the party. If he gets someone interested in his bottle of whiskey, you could be here all night. Maybe not. The host, Jim Beck, let you know loud and clear that this party has to break up around 10 p.m. because his parents will be home at 10:30. You get the message that Jim wasn't happy to see Mark or you. You have to go, but that's okay because it will give you a way to drag Mark out of here. It's 9:30 now.

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## ROLE #8 - JOYCE BARBER

You are Joyce Barber, a 17-year-old high school senior. You came to Jim's party only because Ellen wanted to come. She doesn't drive and needed a ride. Oh, most of the kids here are kind of nice, but they all have their little cliques and you don't feel like you belong.

For most of the party you have been quietly standing around and listening to the music and conversation of others. You laugh when it is necessary, but you feel really bored. Quite honestly, you are ready to go home and watch television. The question is, what is Ellen going to do? Does she need a ride with you? Or is she going with someone else? Ellen has had a few beers so she will probably want to party. She better have a ride with someone else because that is not what you plan.

You don't really like drinking, so you've had just soft drinks. A few of the kids have had some beer tonight, like Ellen and Tom. But they seem okay. However, when people get drunk like Mark Rogers, it makes you uncomfortable. You hope he doesn't have to drive, because you wouldn't want to be on the road at the same time as him.

Tom Smith will also have to drive, and he has been paying a lot of attention to Ellen. You wonder if he is drunk. Should Ellen go with him if he asks? Could that be dangerous? You really don't want to deal with that. You just want to get out of here. You are bored. But you can't leave Ellen stranded.

# SCENARIO F
# THE IMITATION ADULTS

**Brief:** A young man who is not used to mixed drinks has become too drunk to drive. He insists on driving, however, because he has his parents' car and doesn't want anyone else to drive it. His three riders are concerned but don't know what to do.

**Scene:**

On Saturday night after the movie there is usually a get-together at Bud's house. The rec room is full of music, laughter and, at this time of the year, a roaring fireplace.

Bud's group like to think of themselves as sophisticated. Mixed drinks are the order of the day. Like imitation adults, they stand around in their three-piece suits and designer jeans, sipping on martinis or collins drinks with occasional forays into the small party sandwiches or clam dip.

Bud, Irene, Bobby, and Meg are pretty regular at these affairs. And when the party is over, Bobby and Meg will walk home, and Bud will walk Irene home. The rest of the group depend on a car for transportation. This late at night, the only alternative is a cab.

Carla, Roy, and Paulette are part of this scene each week. But it is a new scene for Phil. He drove Carla, his date, and Roy and Paulette from the movie to the party. Later he will drive them home. He has become part of this crowd by virtue of the fact that he is dating Carla. He is a welcome addition because Carla, Roy, and Paulette need transportation to the other side of town.

Mixed drinks are also new to Phil. He is used to drinking beer. But the Tom Collins he is drinking tastes like soda pop. So he has three and drinks them quickly. Bud, who is a heavy-handed bartender and a "big" drinker, never questions a man's right to drink. Every request is honored--usually with a double and sometimes with an extra "shot" in a drink, as is the case with Phil's drinks. The effects of these drinks fully hit Phil when he gets up to leave with the rest of the crowd. He appears uncoordinated and very likely drunk.

Phil's passengers are sober and are not the kind to make a scene, particularly since none of them is a very experienced driver. The remainder of the crowd are slightly affected by the drinks--Bud more so than the others (he has had the most to drink). He does make a remark that perhaps Phil can't handle his booze. But the key issue is Phil's ability to drive, and no one has addressed that yet.

## ROLE #1 - PHIL MASON

You are Phil Mason, a 17-year-old high school senior. You are dating Carla Betz. You like her a lot, but the crowd she hangs around with is a bit much. They have a ritual every Saturday. First the movies and then over to Bud's house for a drinking party. They try to act very grown up and serve wine and mixed drinks. You are used to having a few beers but not these kinds of drinks.

Sometimes you get the feeling that you are invited just because you have a car. After all, you had to drive Roy and Paulette along with Carla. Maybe the next time you go out with Carla you can avoid this crowd altogether. But for now you think, "Why not take advantage of the party?"

Bud is playing bartender, and he fancies himself as quite the playboy. You don't know much about mixed drinks, but you don't want to appear dumb. You ask for a Tom Collins. Bud mixes it, and it looks like he puts in two shots of either gin or vodka. Anyhow, the drink tastes like soda pop, and you down it quickly. The party itself seems stiff and uncomfortable to you. Maybe it's just that you aren't that close to these people. Even Carla seems distant. She is spending most of her time talking to the other girls. Bud, Phil, and Bobby--indeed everyone at the party--can best be described as polite to you.

You do a lot of drinking. As a matter of fact, you can't remember how many Tom Collins' you have had. They all taste so sweet, but you figure that everyone else is hitting the booze pretty hard--so why not you too. As you drink, you loosen up and become quite talkative. Indeed, this crowd isn't so bad after all, you think.

A couple of times Carla asks you to slow down on the drinking. But Bud keeps pouring, and you keep drinking. When it's time to go, you feel quite high but capable of driving. After all, you have the family car, and it's your job to take care of it. Hey, everybody else was drinking a lot. And no one is going to drive your car but you. You are a good driver.

**ROLE #2 - Bud Smith**

You are Bud Smith, 18 years old and a college freshman. You believe that the mark of a man is his ability to hold his liquor. Drinking is very much a part of your social scene. The Saturday night cocktail party at your place is the social highlight of the week. You are the host, the bartender, and the center of conversation at this affair.

Your group is very congenial and has been hanging around together for a long time. Your girl, Irene, and Bobby and Meg are neighbors and fellow college freshman. The rest of the crowd are high school seniors whom you have known for quite a while. The only exception is Phil Mason. He is an outsider who is dating Carla Betz. So he doesn't fit into all the "in" conversations and small talk of the rest of the group.

As the bartendar, you know who is drinking what and how much each person is drinking. In your opinion, there are no heavy drinkers in this group, just social drinkers. Of course, when you mix the drinks for the men, you usually put in an extra shot. The drinks for the women are weaker. And, of course, you have no idea how much you have had to drink. You don't count, you just drink what you please. You are getting pretty high. But that is the object. You can hold your liquor. So you have a lot to drink.

This new guy, Phil Mason, on the other hand, doesn't appear to be able to drink like a man. He has been putting away the collins drinks that you mixed for him at a pretty good pace. And he's becoming noticeably drunk. He is getting loud, talkative, and a little unsteady. It's too bad some men just can't hold their booze. Hey, maybe he won't even be in shape to drive. Who knows? If that is the case, you can drive everyone who needs a ride home in your car. Phil can pick up his car tomorrow. It's a good thing that you can handle your liquor.

## ROLE #3 - CARLA BETZ

You are Carla Betz, a 17-year-old high school senior. This is your second date with Phil Mason. He is a pretty nice guy, but you can tell that he is a little nervous around your friends. That is only natural since everyone in Bud's group has been hanging around together for a long time.

These Saturday night socials of Bud's are becoming quite the drinking affair. At least for Bud anyway. The rest of the gang has a few drinks to be sociable, but Bud really puts it away. You have a glass of wine at the party. That's all.

You like talking with your friends and enjoying the food at the party. You feel a little guilty about not paying that much attention to Phil, but there will be time for that. The girls seem to end up in one group and the guys in another. Pretty soon you will have to leave. Phil will be driving you home.

It's late, and the drive is about five miles to the other side of town. Roy and Paulette will be coming too. You know that Phil drinks a little. But it hasn't been a problem before. Tonight it is. He is drinking some kind of mixed drinks that Bud is making, and he's getting very high. A couple of times you remind him that he has to drive. He says he's fine and not to worry about him. When it's time to leave, you see how smashed he really is.

A flood of thoughts runs through your mind. You are afraid to let him drive and a little afraid to speak up. You wish one of the guys would speak up. But what can you do? You can drive but don't like to drive at night. Could someone else drive? Bud has driven you home in the past in his car. But he is loaded. And no matter what he thinks, he doesn't drive well when he is drinking. And, of course, how would Phil react to all this?

Would you make Phil mad by speaking up? What would he do? Is the situation desperate enough to take a cab or call home? And what if you all refuse to ride with Phil? The passengers would be safe but what about Phil? You are a little angry at Bud for pushing drinks. But that is not the issue now. Getting home safely is.

## ROLE #4 - ROY BENSON

You are Roy Benson, age 17 and a high school senior. Tonight you came to Bud's party with Phil and Carla and your date, Paulette. You are glad that Phil drove for a couple of reasons. First, you don't like driving at night. And second, you always have a hard time getting your family's car to go out at night.

The movie was good, and now Bud's party is a nice way to top off the evening. As usual, the guys are gathered in one group and the girls in another. What do they talk about, you wonder? The guys' conversation is mainly about sports, cars, and drinking. You aren't a drinker by any means. Just one to be sociable. But drinking is Bud's favorite topic. So he holds forth by letting you know how much he has drunk in past escapades. Frankly, it's boring.

It appears that Phil is trying to keep up with him. Now that's a bad idea. You remind Phil that he has to drive, and you even try to get Bud to slow down with the drinks. But it doesn't work. Phil probably isn't used to drinking like this. After about three mixed drinks he is really blitzed. Now this is a problem. You certainly can't let him drive home. You need to talk to the other passengers. Carla doesn't drink, and she will probably be concerned. Paulette usually gets a little high.

What do they want to do? You've got to stall Phil until you can make plans. If need be, you will drive. But two things are certain. Phil is in no shape to drive and neither is Bud. In the past, Bud has given you rides home, and even though he doesn't show his liquor as much as Phil, tonight he's had too much to drink to drive safely.

**ROLE #5 - PAULETTE WILLIAMS**

You are Paulette Williams, a 16-year-old high school senior. You are at Bud's party with Roy, Carla and the rest of Bud's gang. You came in Phil's car and will be one of his passengers on the way home. You've had three or four drinks at Bud's party and are feeling pretty sleepy. You can't wait to get home.

Carla has mentioned to you a couple of times that Phil is drinking a lot and might not be in shape to drive. You don't know Phil very well. So you don't know if he is bad driver when he is drinking. On the other hand, someone like Bud can handle his booze. You've driven with him when he has been drinking before and he seems to do okay. What will you do if Phil can't drive?

If he is too drunk, you can call home. The only problem with that is your parents will know you have been drinking. And they will know that your crowd drinks a lot. That could put an end to these outings. Well, someone else can drive. Or you will just stay here until you don't feel so high. When it is time to leave, you see that Phil is a lot more drunk than you. And maybe he shouldn't drive.

But the booze has made you a little sleepy and fuzzy. You are ready to get in that car with Phil and go home.

## ROLE #6 - IRENE WALLACE

You are Irene Wallace, 18 years old and a college freshman. You are Bud's girl. As a matter of fact, you two have talked about marriage in the future. But you are concerned with his drinking. Every Saturday there is a get-together at Bud's place, usually after a movie or some other event.

Bud has been drinking more and more at these parties. And although he doesn't show it as much as other people, you have learned from courses on alcohol that a high tolerance for alcohol is not a good sign. So it is hard for you to concentrate on the conversation with that on your mind. The party has broken into its usual two groups--the girls and the guys. You, Paulette, Carla, and Meg are discussing the movie. Paulette is getting a little high. But none of the other girls are drinking. Your mind is so much on Bud that you don't pay attention to anyone else.

When the party starts to break up, you become aware of a situation that has developed. Phil Mason is pretty bombed and he has to drive Carla, Roy, and Paulette home. You know it isn't right, and you are sure that someone will do something about it. Your problem is Bud, not Phil and the others.

## ROLE #7 - MEG HOPE

You are Meg Hope, an 18 year-old college freshman. You are a regular at Bud's parties. Tonight's party is pretty much like all the others. The girls in one corner talking. And the guys in another corner talking, with Bud doing a lot of drinking.

Carla's new boyfriend Phil is drinking a lot too. At least that is the concern that Carla has voiced several times in the conversation. She has even tried to get him to slow down. She is concerned because Phil has to drive home. Well, why should she worry about that? Someone else can drive.

When the party breaks up, it is pretty apparent that Phil and Bud are drunk. Of course, Bud doesn't have to drive anywhere, but Phil does. Well, you are leaving. You don't want to be part of any scene. On second thought, maybe you will hang around for a minute to see how things go. Maybe your advice will be needed to come up with an alternative to letting Phil drive.

You came to the party with Bobby. So you'll probably discuss the situation with him before you both walk home.

## ROLE #8 - BOBBY EDWARDS

You are Bobby Edwards, an 18-year-old college freshman. You came to Bud's party with Meg Hope. Of course, the way things work, you won't see her much until after the party. The guys congregate in one group and the girls in another.

Most of the drinking takes place in your group. Bud is the leader and he puts away a lot of booze. You like beer, but Bud doesn't stock any. You are just not interested in mixed drinks, but you have one to be sociable.

Roy will have a drink or two. But this new guy, Phil Mason, is putting away some drinks. He is drinking too fast and is going to get loaded. And he has to drive home. You would sure hate to be in Roy's shoes, or Carla's, or Paulette's, because they have to go home with Phil. As a matter of fact, both Roy and Carla try to get him to slow down. But he gets pretty high before the party is over. Well, that's the way it goes. You are sure that his passengers won't let him drive. And if they do, that is their problem. In the meantime, it is time to go. You and Meg are walking, so you don't have to worry about drinking and driving.

# GUIDELINES FOR STUDENT-PREPARED ROLE PLAYING

The purpose of this group exercise is to create a realistic situation that could end up with one or more young drivers who have had too much to drink to drive safely. You and the members of your group will have to get together at least once to decide what you want to do. When you get together, elect one person as the secretary/recorder since you will have to hand in a few pages of your work. Here are the guidelines for devising a skit to present to the class.

## GUIDELINES

- Devise a skit in which all members of your group can play a part. The scene or skit should run no more than 15 minutes.
- Base the situation on things that have happened in real life that you were a part of or heard about (parties, celebrations, other situations that could have or did lead to drinking and driving), or make up a situation that is likely to occur.
- Depict a problem in which real conflict occurs (someone wants to drive who shouldn't, a driver is drinking too much, etc.) and illustrate the solution (as it really happened or as it should have happened using the things you learned about intervention in class).

## HOW TO PUT IT TOGETHER

- Have the secretary/recorder lead your group and write down the outline of the scene you will act out.
- Everyone should get a chance to make a suggestion.
- When you decide on the scene, assign or select roles. People can play themselves if they wish. Each role can be defined in one or two sentences, e.g., "He is the big football player who has had too much to drink and won't let anyone drive him home."
- The secretary/recorder should write up the scene description, and a cast of characters should be listed with a sentence or two about each character.
- Everyone should understand his role before the group breaks up and should be prepared to "act out" his role in class.
- If your group has time and is agreeable, you should practice the scene once before class.

## SUMMARY

Keep in mind you want to show how you would deal with a potential drinking and driving situation by applying what you have learned. If you have ever taken a Red Cross life saving course, then you probably practiced saving a "drowning" person.

This exercise is the same thing. You and your group will practice some life-saving techniques you might have to use in the future. Think of it that way.

# WHAT YOU CAN DO...

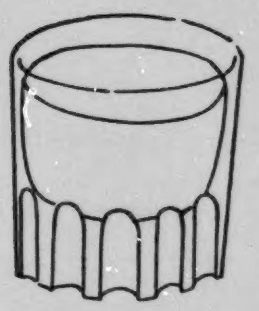
TO KEEP DRINKERS OFF THE ROAD

- AVOID DRINKING AND DRIVING
- HELP OTHERS OUT OF DRINKING AND DRIVING SITUATIONS

# ALCOHOL: MYTHS & FACTS

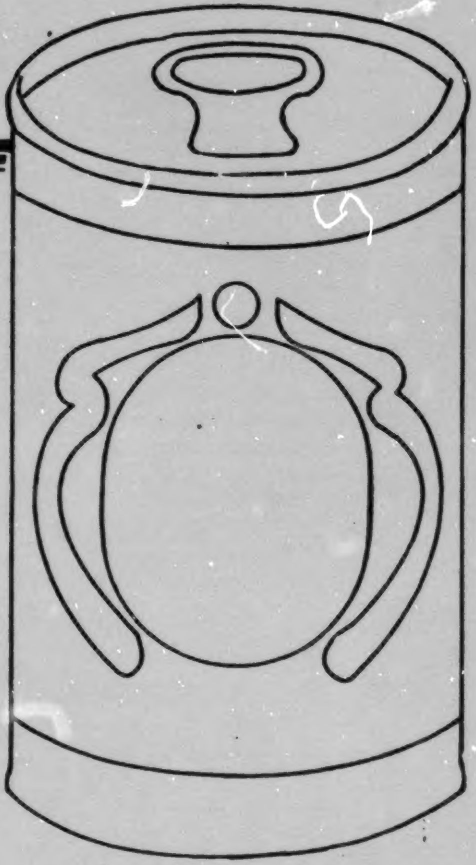
| MYTHS | FACTS |
|---|---|
| ALCOHOL INCREASES MENTAL AND PHYSICAL ABILITY. | ALCOHOL DECREASES MENTAL AND PHYSICAL ABILITY. |
| SOME PEOPLE CAN DRINK A LOT AND NOT BE AFFECTED. | NO ONE IS IMMUNE TO THE EFFECTS OF ALCOHOL. |
| IF YOU EAT A LOT FIRST, YOU WON'T GET DRUNK. | FOOD WILL SLOW DOWN THE ABSORPTION BUT WILL NOT PREVENT INTOXICATION. |
| COFFEE AND A LITTLE FRESH AIR WILL HELP A DRINKER SOBER UP. | ONLY TIME WILL HELP A DRINKER SOBER UP--OTHER METHODS JUST DON'T WORK. |
| STICK WITH BEER--IT'S NOT AS STRONG AS WINE OR WHISKEY. | A FEW BEERS ARE THE SAME AS A FEW SHOTS OF WHISKEY--THEY AFFECT YOU EQUALLY. |

# HEY'RE ALL THE SAME



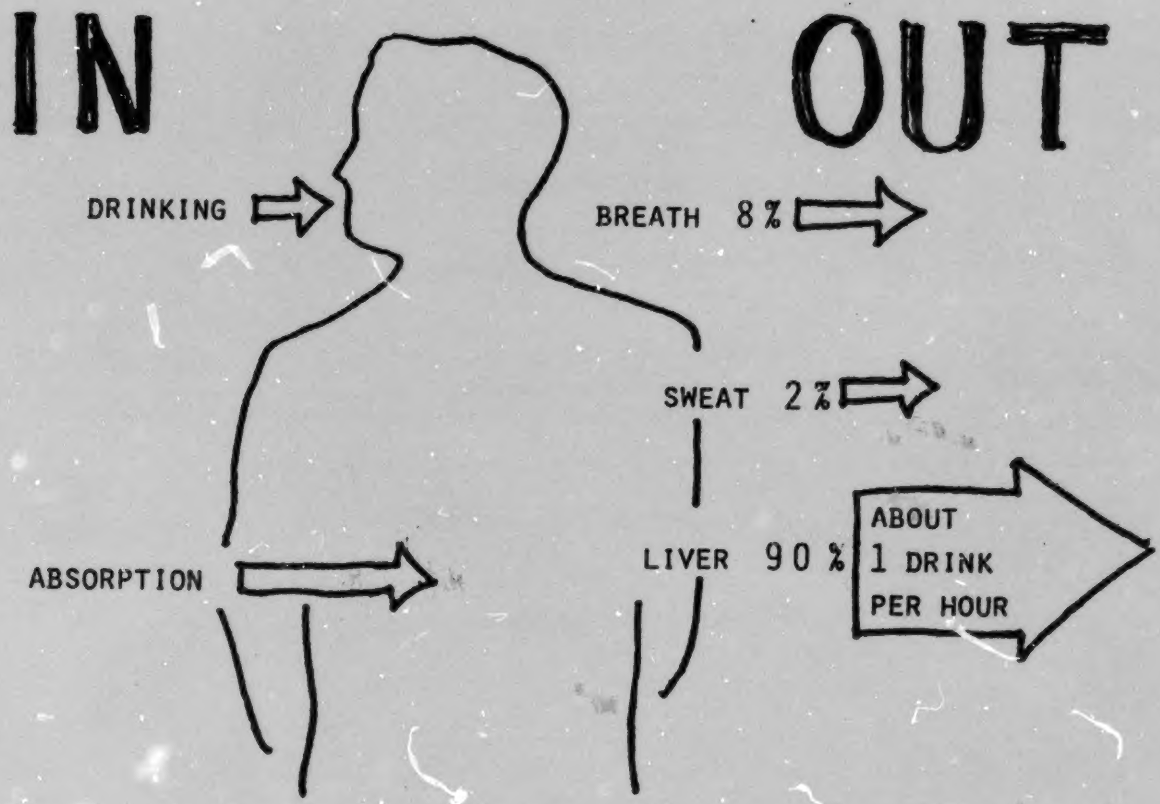
1-½ OZ. LIQUOR

5-½ OZ. GLASS OF WINE



12 OZ. CAN OF BEER

# ALCOHOL IN/OUT



IN

OUT

DRINKING

BREATH 8%

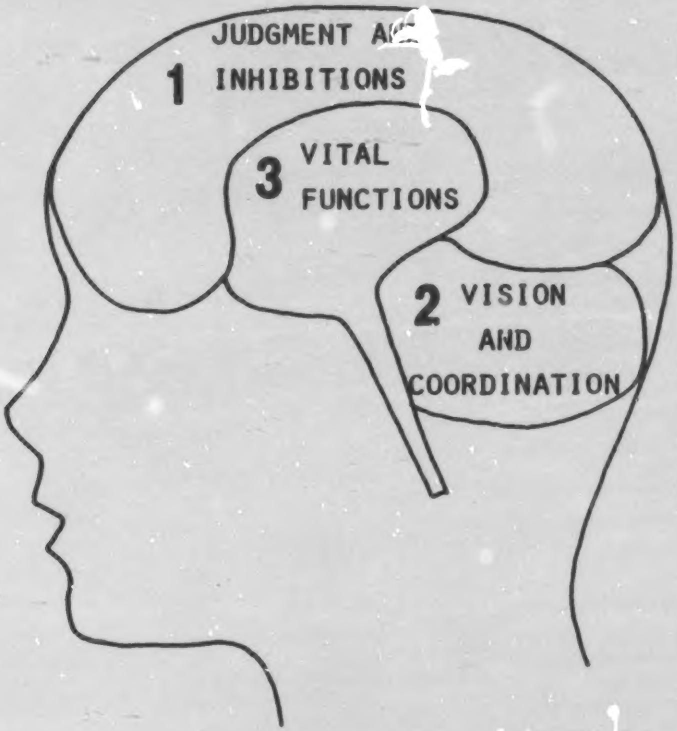
SWEAT 2%

LIVER 90%

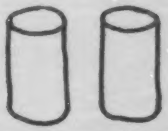
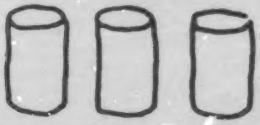
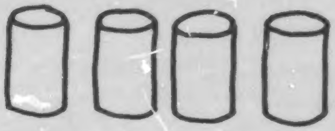
ABOUT 1 DRINK PER HOUR

ABSORPTION

# LCOHOL & THE BRAIN



# WHAT DETERMINES BAC

| AMOUNT | TIME | WEIGHT | BAC |
|---|---|---|---|
|  | ONE HOUR | 120<br>140<br>160 | .04<br>.04<br>.03 |
|  | ONE HOUR | 120<br>140<br>160 | .08<br>.06<br>.05 |
|  | ONE HOUR | 120<br>140<br>160 | .11<br>.09<br>.08 |

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## EFFECTS AS BAC INCREASES

| BAC | EFFECTS |
|---|---|
| .01 - .04 | JUDGMENT AND INHIBITIONS ARE SLIGHTLY AFFECTED. DRINKER IS MORE RELAXED, SOCIABLE TALKATIVE. SOME RISK IF DRINKER DRIVES. |
| .05 - .09 | JUDGMENT, VISION, AND COORDINATION ARE AFFECTED. BEHAVIOR CHANGES. DRINKER HAS FALSE OF SECURITY. SERIOUS RISK IF DRINKER DRIVES. |
| .10 AND OVER | JUDGMENT, VISION, AND COORDINATION ARE SERIOUSLY AFFECTED. LEGAL LEVEL OF INTOXICATION IN MOST STATES. DRINKER IS NOT ABLE TO DRIVE SAFELY BECAUSE OF DANGEROUSLY DIMINISHED ABILITIES. |

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# OTHER FACTORS

| | |
|---|---|
| MOOD | ANGER, DEPRESSION, ETC., CAN HEIGHTEN THE EFFECTS OF ALCOHOL. |
| EXPERIENCE | INEXPERIENCED DRINKERS MAY FEEL AND APPEAR DRUNK ON ONE DRINK. |
| TOLERANCE | A "HIGH TOLERANCE" JUST MEANS THAT THE EFFECTS AREN'T ALWAYS OBVIOUS. |
| FATIGUE | IF A DRINKER IS TIRED, ALCOHOL CAN HIT FAST AND HARD. |

## OW ALCOHOL AFFECTS DRIVING

ALL DRIVERS ARE AFFECTED BY ALCOHOL.

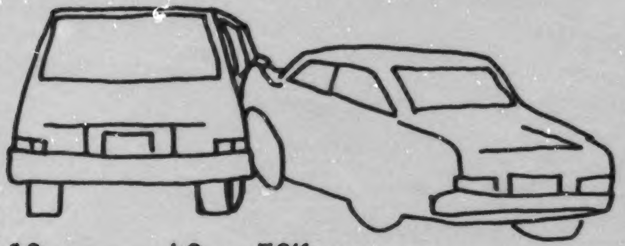
THE EFFECTS ON JUDGMENT, VISION, COORDINATION AND REACTION TIME RESULT IN SERIOUS DRIVING ERRORS, SUCH AS:

- DRIVING TOO FAST OR TOO SLOWLY.
- DRIVING IN THE WRONG LANE.
- RUNNING OVER THE CURB.
- WEAVING.
- STRADDLING LANES.
- QUICK, JERKY STARTS.
- NOT SIGNALING, FAILURE TO USE LIGHTS.
- RUNNING STOP SIGNS AND RED LIGHTS
- IMPROPER PASSING

THESE EFFECTS MEAN INCREASED CHANCES OF AN ACCIDENT.

# WHAT ARE THE RISKS

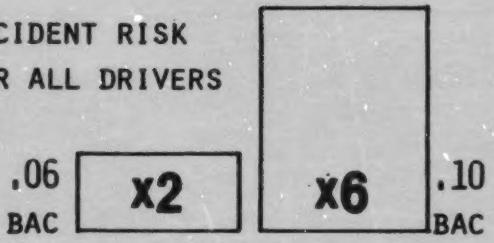
1/2 OF ALL TRAFFIC DEATHS
(22,000 LIVES EACH YEAR)



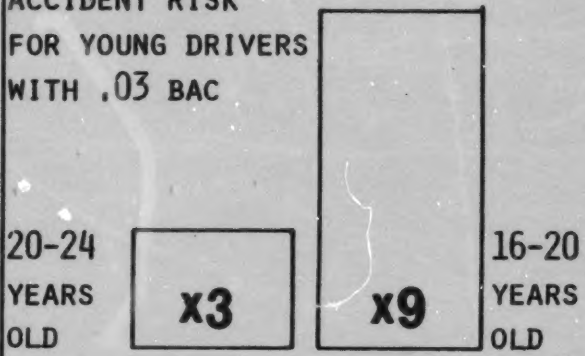
.10 BAC = 40 - 50% OF ALL DRIVER FATALITIES

.10 BAC = 55-65% OF DRIVER DEATHS IN ONE CAR CRASHES

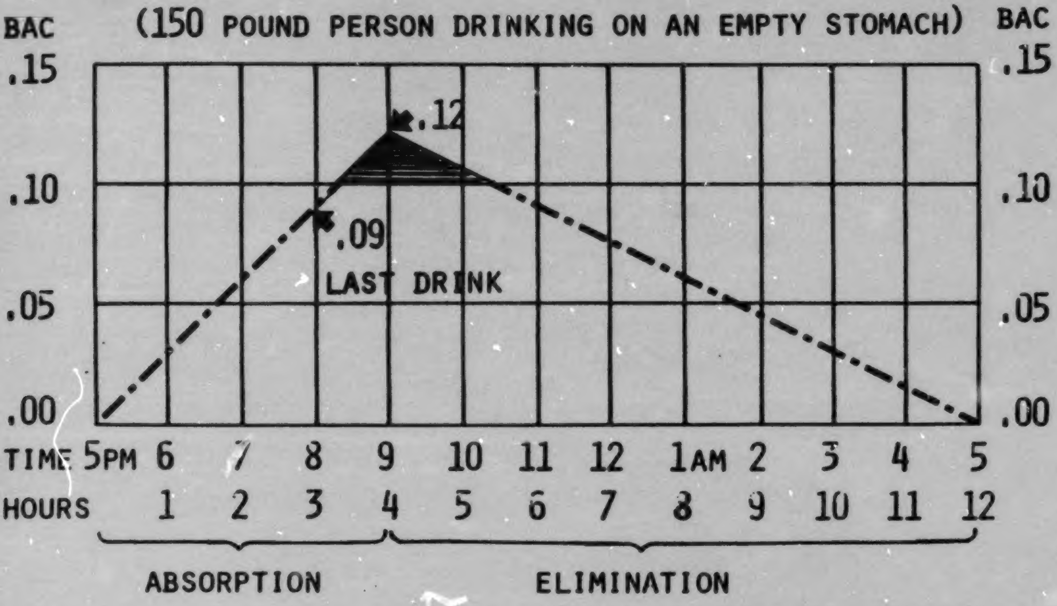
ACCIDENT RISK
FOR ALL DRIVERS



ACCIDENT RISK
FOR YOUNG DRIVERS
WITH .03 BAC



# EIGHT DRINKS



# ALCOHOL VS. JUDGMENT

WHEN JUDGMENT IS AFFECTED BY ALCOHOL:

- THE DRINKER CANNOT JUDGE HOW ALCOHOL IS AFFECTING HIM.
- THE DRINKER MAY THINK HE CAN PERFORM BETTER THAN HE CAN.

DRINKING DRIVERS MAY USE THE FOLLOWING DEFENSES:

- "I'M NOT THAT DRUNK."
- "I DRIVE BETTER AFTER A FEW DRINKS."
- "I CAN DRIVE THAT ROAD IN MY SLEEP."
- "I MAY BE DRUNK, BUT I CAN DRIVE BETTER THAN YOU ANY DAY."
- "I'VE NEVER HAD A PROBLEM YET--BESIDES IT'S MY CAR."

# HELPING OTHERS

| WHEN | WHAT TO LOOK FOR | WHAT TO DO |
|---|---|---|
| BEFORE DRINKING | SITUATIONS THAT COULD LEAD TO DRINKING AND DRIVING | SUGGEST CHANGE IN PLANS |
| DURING DRINKING | SOMEONE WHO HAS TO DRIVE AND IS DRINKING TOO MUCH | TRY TO GET HIM TO STOP OR SLOW DOWN |
| AFTER DRINKING | SOMEONE WHO HAS HAD TOO MUCH TO DRINK AND IS GETTING READY TO DRIVE | PREVENT HIM FROM DRIVING |

## HELPING YOURSELF

- SET A LIMIT
- CONTROL DRINKING
- SEPARATE DRINKING FROM DRIVING

# DRINKING AND DRIVING--WHOSE PROBLEM IS IT?

# DRINKING AND DRIVING--WHOSE PROBLEM IS IT?

## YOU AND THE "OTHER GUY"

You probably think that drinking and driving is dangerous. Most people do. Even people who think it's all right to drink and drive themselves are more than willing to admit it can be trouble for the "other guy."

But, did you ever stop to think that, as far as other people are concerned, you are the other guy? The question you should ask yourself isn't "how does drinking affect people's driving?" but "how does drinking affect my driving?" There are a lot of possible answers to this one question:

- "I drive better when I've had a few drinks."
- "It doesn't affect my driving at all; I can handle my liquor."
- "Drinking makes it a bit harder to drive well, but I can make up for it by being extra careful."

Any of these answers are possible, but they all have one problem--they're wrong. The fact of the matter is that no one is immune to the effects of alcohol. Alcohol changes the way you do anything--dance, sing, listen: Whatever it is, it's affected. And when it comes to driving, the change brought about by drinking is always for the worse. The tricky part about it is that one of the first ways alcohol changes you is to lead you to think nothing is wrong, nothing is different. That's the irony of it all--the more you're sure that nothing is the matter, the more you can be sure that something is the matter.

## THE NONDRINKER--IT'S HIS PROBLEM, TOO

Even if you don't drink, you still need to know about drinking and driving. Why? Because it's a safe bet that even though you don't drink, sooner or later you'll be faced with someone who's been drinking too much and is about to take off in a car. Maybe you're supposed to be a passenger. Will you recognize the situation and be able to deal with it? Do you have a good understanding of how alcohol affects a driver?

## ALCOHOL'S "RUSH" TO BAD JUDGMENT

Safe driving is really little more than making, and acting upon, a series of safe (good) judgments. On the road, you constantly have to judge things like speed, time, and distances. Unfortunately, the first thing alcohol messes up is judgment. And it is affected with the first drink. After these drinks, you may feel fine, but your judgment is really "wasted." And that's when you begin to take chances--like driving too fast, following too closely, passing without having enough room, and taking curves at too high a speed.

There is another problem. When alcohol takes over judgment, it doesn't stop half way. It's a complete takeover! Why? Because alcohol affects your judgment of how it is affecting you. You feel great, so you keep right on drinking. But all the while you're drinking and thinking that your ability to drive is getting better and better, it's really getting worse and worse. Then you have two problems:

YOU CAN'T DRIVE SAFELY

and

YOU DON'T EVEN KNOW IT.

## What the Pros Know

People don't have accidents or get tickets every time they drive with a few drinks in their systems. In a way, that's a shame. Why? Because it only makes them more sure that they "can handle it." All it really makes them, though, is lucky. They've beaten the odds this time, but the deck still is going to be stacked against them the next time they drink and drive.

How do we know that no one can "handle it"? From "drink-ins," in which participants drink under controlled conditions and then drive on a test range. Drink-ins have shown over and over that drinking makes drivers make mistakes.

In just one of many such drink-ins, eight top race and rally drivers were put to the test--a test like driving in traffic--to find out how much alcohol it takes to affect driving skill. None of the pros felt alcohol would affect his driving. They all thought they could handle it. However, they changed their tune after drinking and driving and then watching films of their performance.

The best of the pros made:

- 7 mistakes when sober
- 22 mistakes when impaired
- 42 mistakes when intoxicated.

None of the pros did as well after drinking as before. They all:

- Drove out of the lane markings
- Drove too fast
- Had problems judging distances
- Didn't adjust speed to match changes in the road
- Ran traffic lights and stop signs
- Made panic stops that weren't necessary.

If the pros have trouble driving after drinking, you can bet that everyone does. The difference is if when you drink and drive, you will make your mistakes on the street--not on a controlled driving range.

Most of the myths about alcohol would be destroyed if each person could observe his own behavior while drinking. That is hard to do. However, each person can know the basic facts about alcohol. The person who knows those facts will be less likely to say "I know how to handle my liquor."

## ALCOHOL AT WORK IN YOUR BODY

The alcohol in beer, wine, and hard liquor is absorbed directly into the bloodstream. Once there, it travels throughout your body. When it enters your brain cells, it impairs their normal functioning and alters your behavior.

The first thing alcohol hits in your brain is the part that controls your inhibitions and judgment. As we've mentioned, just a little bit of alcohol can start playing dangerous games in this area. Heavier doses of alcohol can affect the part that controls vision, hearing and reactions, and coordination. Even larger quantities can attack your vital functions; when that happens, you pass out.

The degree to which you are affected depends on the amount of alcohol in your bloodstream and body tissue. This is called Blood Alcohol Concentration (BAC). The greater the BAC (percent of alcohol in the blood), the more affected by alcohol a person is. BAC is determined by three major factors:

- how much you drink
- how fast you drink
- how much you weigh.

### How Much Is One Drink?

A drink is determined by the amount of alcohol it contains, not by the amount of liquid present. To find how much alcohol is in a drink, all you have to do is multiply the number of ounces by the percentage of alcohol. For example, a 12-ounce can of beer that contains .05 percent alcohol has .60 ounces of alcohol.

Hard liquor (whiskey, vodka, etc.) is measured by proof, which is double the percentage, e.g., 80 proof equals 40 percent alcohol. In the table below, all of the drinks contain the same amount of alcohol.

| | TOTAL AMOUNT | | PERCENT OF ALCOHOL | | AMOUNT OF ALCOHOL |
|---|---|---|---|---|---|
| Can of Beer | 12 oz. | x | .05% | = | .60 oz. |
| Glass of Wine | 5 oz. | x | .12% | = | .60 oz. |
| Shot of Hard Liquor | 1.5 oz. | x | .40% | = | .60 oz. |

## How Fast Should I Drink?

The best "pace" for drinking is to take in alcohol no faster than your body can burn it up. How fast is that? Well, it takes your average-sized liver a full hour to burn off one drink (.60 oz. of alcohol). If you drink faster than one drink an hour, the liver can't cope with it and you end up with a backlog of alcohol in your blood and your body tissues.

Unfortunately, there's nothing you can do to speed up your liver. Drinking hot coffee doesn't make your liver burn the alcohol any faster. Neither does taking cold showers, walking in fresh air, doing push-ups--you name it, it won't make any difference. The only thing that will sober you up is time--time to give your liver the chance to do its job of getting rid of the alcohol.

## How Does My Weight Figure In?

The simple rule governing weight is: The bigger you are, the more you can drink before you are affected by alcohol. If you don't weigh much, that may not sound very fair. Still, that's the way it is. Why? The major reason is that bigger people have more blood, which means their blood can hold more alcohol before the ratio of alcohol to blood is as high as that in a smaller person. In essence, the greater volume of blood "dilutes" the alcohol present. The chart shows the BAC for people at different weights with 1 to 4 drinks in their bodies. The shaded area indicates the drinker is seriously affected.

| Weight (lbs.) | Number of Drinks 1 | 2 | 3 | 4 |
|---|---|---|---|---|
| 100 | .02 | .06 | .09 | .13 |
| 120 | .02 | .04 | .08 | .11 |
| 140 | .01 | .04 | .06 | .09 |
| 160 | .01 | .03 | .05 | .08 |

## Anything Else I Should Know?

Amount and rate of intake and body weight are key factors, but other factors can heighten the effect of alcohol on an individual. Several of these are particularly important for people your age.

Although the reasons are not fully understood, your physical and emotional condition will play a role in determining how alcohol will affect you at any given drinking session. Anger, jealousy, fatigue, and depression--all can quicken or intensify the effects of alcohol. So can a lack of drinking experience. Inexperienced drinkers often anticipate how drinks will affect them. They expect to feel a little light-headed, a little silly, maybe a little reckless. And this expectation often becomes a self-fulling prophecy; one or two drinks feels like four or five or more.

## ALCOHOL AND THE DRIVING TASK

How, specifically, does drinking affect driving ability? After one drink, a driver will be affected somewhat. After two or three drinks in an hour, he will feel the effects of the alcohol. His driving will be "impaired," and he won't be able to drive as safely. After four to six drinks in an hour, a driver will be legally drunk, and his chances of an accident will be greatly increased.

Heavy drinking produces some pretty recognizable effects on driving. Weaving from lane to lane, erratic speed, quick stops, and sudden lane changes are common indicators of the drinking driver.

Even a few drinks can affect driving. For example, running a stop sign or going slightly over the speed limit may be the result of a few drinks. Such things happen because alcohol deteriorates judgment, vision, and coordination.

### Alcohol and Judgment

As we've mentioned, judgment guides your driving in all situations. It lets you ask and answer driving questions like these:

How fast...
    am I going?
    are other cars going?

Is there time...
    to pass?
    to cross the street?

Is there room...
    to merge?
    to turn?
    to stop?

How far away is...
    the oncoming car?
    the car I am following?
    the pedestrian?

As drinks "loosen" a driver's judgment, he actually starts to feel more skilled than when sober. That leads to taking more risks. This can have dangerous consequences, especially for drivers your age. Studies show that younger, more inexperienced drivers are more likely to take risks to begin with.

Alcohol's effect on judgment is progressive--the more you drink, the more quickly your judgment goes out the window. To make matters worse, poor judgment and a false sense of security are compounded by a critical increase in reaction time. When alcohol is present, it takes longer for the muscles to obey the messages the brain sends them.

## HOW SERIOUS IS THE PROBLEM CREATED BY DRINKING DRIVERS?

When a driver's judgment, vision, and coordination are affected by alcohol, he will make mistakes. Those mistakes--like driving too fast for conditions or following too closely--could result in minor problems such as a speeding ticket or a fender bender in which no one is hurt. But mistakes often lead to more serious problems, and the statistics on alcohol-related accidents are pretty grim, especially for drivers under 25.

Here's the overall accident picture:

- Alcohol is a factor in about one-half of all highway deaths. This means that about 22,000 people a year (400 a week) die in alcohol-related crashes.
- About one-half of those killed each year in alcohol-related crashes were not the ones who had been drinking.
- Alcohol-related crashes account for about 60% of the young people (16-24 years old) killed on the highways. Young drivers are twice as likely as older drivers to be killed in this way.

### Young Driver Alcohol-Crash Risks

Study after study has shown that as a driver's BAC increases, his chance of an accident increases. What you should know is that young drivers are more likely to be involved in accidents at lower BAC levels than other age groups. For example, at a BAC of .03, the accident risk is increased three times for the 20-25 age group and nine times for the drivers aged 16-20.

### Youth Accidents

Young drivers have more accidents than older drivers. Only one of four drivers is under the age of 25. But drivers of those ages have more than one of every three accidents.

### Youth Alcohol Crashes

Young people are involved in twice as many fatal alcohol-related crashes as older drivers. Young men have far more than their share of these alcohol crashes.

For the most part, young drivers in alcohol-related crashes have a lower BAC than adult drivers. The young driver's chance of a crash is much greater with a BAC between .01 and .09 than an older driver's chance at that level. In one study, over one-half of the young drivers involved in alcohol-related crashes had a BAC of .02. Only 20% of the young drivers had a BAC of .10 or more.

Why are there so many accidents at low BAC levels? Many people believe it is because things that are newly learned are influenced most by alcohol. Many tasks in driving safely are not yet "routine" for less experienced drivers. Unfortunately, alcohol very quickly interferes with their ability to handle those tasks well.

## HANDLING DRINKING AND DRIVING: WHAT CAN YOU DO?

There are many public information campaigns armed at curbing drinking and driving. One of the most popular slogans in those campaigns is "friends don't let friends drive drunk." That slogan takes advantage of the fact that most of us can tell when the other guy has had too much to drink and are willing to intervene to prevent him from driving.

But what about being our own best friend? Sometimes alcohol keeps us from knowing when we are the other guy. But when you know the facts about alcohol and are convinced that you are not immune to its effects, you can know and help yourself.

### Set a Limit in Advance

Set a limit because you know drinking will screw up your judgment. You know that, once you start drinking, you won't be able to rely on your judgment to tell you when to stop. You have to set a limit in advance. When it is time to drive, you should have no more than one or two drinks in your system, depending on your weight. If you have more, your driving will be impaired.

Remember, your body can get rid of only one drink in an hour. So simple math tells you that, after a couple of drinks, you can average no more than one drink per hour. If you are at a party for two hours and then have to drive home, your limit is three drinks (four if you have the weight for it). If you drink more than your limit during that period, you had better wait--an hour for every drink too many--before you drive.

### Controlling Your Drinking

There are a number of things you can to do stay within the "one drink an hour" limit. Here are a few ideas.

- Stick to your limit. Don't think you can have more just because you don't feel the first few drinks. Alcohol is a little like a sunburn; when you begin to feel it, it may already be too late.
- Set your own pace. Don't drink to keep up with others. Skip a round, drop out when you feel it getting to you. Say "no," even if someone else offers to buy. They are just trying to be generous. They don't really want you to drink more than you can handle.

- Watch for your "signal". Most people have a signal that tells them when they are drinking too much. Here are some to look for:

  You begin to have trouble speaking.
  You find yourself speaking louder than usual.
  You begin to perspire.
  You feel tired.
  You feel a little sick to your stomach.
  You begin to feel very warm.

  If you get one of these signals, take the warning and stop drinking.

- Stop early. Set a time when you are going to stop drinking. Make sure it is at least an hour or more before you drive. Give your body a chance to burn off some of the alcohol.

- Know what you are drinking. Try to mix your own drinks. This way you will know exactly how much is in each drink. Measure your drinks so that you can figure out how much you have had. Watch out for the "friendly host." Many hosts, as they drink, tend to develop a heavy hand. You may be getting drinks that are stronger than anything you would fix for yourself.

- Mix your drinks a little weaker. This lets you cut down on the alcohol, without cutting down on the drinking. Some people find this a little easier.

- Switch to something else. As the evening wears on and you reach your limit, switch to something without alcohol--like coffee or a soft drink. Coffee won't sober you up, but while you are drinking it, your body has a chance to get rid of the alcohol.

- Get involved. If you are at a party, get involved in something besides holding a glass--games or dancing, for example. As long as you have a glass in your hand, it is hard not to keep sipping from it. Getting involved in an activity will force you to put down the glass.

- Make sure you have food in your stomach. Eat while you are drinking. This is particularly important when your stomach is empty. Starchy foods, like potato chips, pretzels, or crackers are best. Food doesn't keep alcohol from getting into your bloodstream, but it does slow the process down.

- Don't gulp. Sipping is more than good manners. It's a smart way to drink because it slows your rate of drinking. The guy who bolts down his drinks ends up drinking more and enjoying it less.

## Separate Drinking from Driving

Why go through this hassle--strong drinks, weak drinks, spacing drinks? Is it really worth it? The best way to keep your drinking from affecting your driving is to keep the two apart. When you are going to drink, plan not to drive. This way your drinking will not interfere with driving.

- Drink at home. The best way to avoid having to drive home is by never leaving in the first place. But if you drink at home, stay there. Don't decide later on that it would be a good idea for everyone to go out for a pizza.
- Let someone else drive. If you leave your car at home, you won't be tempted to drive. Try to ride with a nondrinking friend. You may be a better driver than your friend when you are sober, but the odds are that you aren't when you are drunk. If you do drive your car, give up the keys before the drinking starts.
- Take turns. Work out a deal with friends to take turns driving. If you are going to drink, make sure the driver stays sober. You won't be able to drink at every party that way, but you will be able to drink at most of them and you will always have a sober driver.
- Take a taxi. It may cost you extra, but it will keep you out of trouble, and it may save you the cost of a fine. If you have already driven to a party and have had too much to drink, take a cab home.
- Stay overnight. If you are at someone's home, plan to stay overnight. You can be the "last dog" at the party without worrying about driving.

What it all boils down to is the simple fact that alcohol affects your ability to drive. So if you are going to drink or be with a bunch of drinkers, you need to plan ahead to be safe.

It's a good bet that those thousands of young drivers who have had alcohol-related accidents or tickets did not plan ahead. And it is also a good bet that when they set out after the party or wherever they had been drinking, they thought they were able to drive safely. Alcohol has a way of doing that to a person's judgment.

## YOU CAN HELP OTHERS

The choice to drink or not to drink is an individual one, and many people drink and enjoy it. But drinking AND driving is another matter. The dangers are so great that it makes sense to do something about it. It makes sense, too, because the effects of alcohol on the person who has had too much to drink make him unable to judge his ability to drive. Someone else should see to it that a wise judgment prevails.

## Others Can Help

You won't be alone if you decide to become "your brother's keeper." Surveys and experience show that most young people want help. They know the risks of drinking and driving and are willing to do the things that are needed to make sure a drunk doesn't drive. Like you, they don't want to see anyone get hurt or killed. They don't want any trouble with the police or with parents. And they know it's a lot easier for a group to prevent a dangerous situation than it is for an individual.

But someone has to act first! And the sooner the better.

## INTERVENING BEFORE THE DRINKING STARTS

You and your friends don't have to wait until it's time to hide the keys from the drunk. The old saying that "an ounce of prevention is worth a pound of cure" applies to drinking and driving. It is easier to prevent a drinking driving situation from happening than it is to wait until you have to deal with a crisis later on.

You can start by recognizing dangerous situations which will likely become drinking and driving situations. For example, if a group of heavy drinkers hop into a car and drive out to a remote site with a couple of cases of beer, it's likely that at least one drunk driver will be on the road in a few hours. If the main activity in a party is drinking, and little or no thought has been given to transportation afterwards, drinking and driving is, again, a likely event.

A little common sense before the drinking starts can prevent serious problems later on. When there is a lot of booze and a lot of drinkers who will have to drive after the drinking, then someone should say, "Wait a minute, let's take care of the driving plans before we start drinking." Remember, when the drinking starts, it's a lot harder to get a responsible group decision. So do what is necessary beforehand. You can:

- Locate the drinking at a place where driving won't be needed later on.
- Make sure the heavy drinkers in the crowd don't have any driving responsibilities.
- Arrange safe after-party transportation (including carpools and parent pickups) before anyone's judgment becomes clouded by alcohol.
- Pick someone (hopefully a volunteer) to be the nondrinking driver for the night.

## WHAT TO LOOK FOR AFTER THE DRINKING STARTS

After the drinking starts, those people who have to drive later on need to abstain or to control their drinking so that they will be able to drive safely. If they fail to do that, someone needs to step in.

You have to know what to look for before you act. The most reliable signs that a drinker is headed for trouble are the amount he drinks and the way he drinks. Anyone who drinks more than one drink in an hour (one can of beer, a glass of wine, a shot of whiskey, or a mixed drink) could be asking for trouble. And the person who always has a drink in his hand or who gulps his drinks is also asking for trouble.

Behavior changes are the first clue that alcohol is actually starting to affect someone. A drinker may start to be more talkative and less inhibited and may get a little pushy or unusually playful. (A shy person may become outgoing, a loud person quiet.) When these signs appear, alcohol is starting to take effect, and the drinker who has to drive should slow down or stop.

You, your friends, and the driver's friends and passengers can help by getting the driver to engage in a nondrinking activity like eating or dancing. Or it may be enough to remind him that he will be driving later on and that now is the time to switch to coffee or soft drinks. If the drinking continues, it will become harder to reason with the drinker.

## DEALING WITH THE DRIVER WHO HAS HAD TOO MUCH TO DRINK

People who have had too much generally don't recognize it. Or, if they do, they aren't likely to admit it. These are important signs you should look for in a drinker who has had too much:

- loud talking or slurred speech
- dropping things or spilling drinks
- walking unsteadily, using hands for support
- sweating, turning pale or red in the face
- very obvious and radical behavior changes (for example, the shy person has now become very loud and agressive).

When a drinker shows these kinds of signs, he has reached the stage where his ability to drive safely is seriously impaired. It is dangerous for him to be on the road.

If a person's ability to drive safely has been reduced, he should not be allowed to get behind the wheel.

Try to get him to wait until he has sobered enough to drive safely. Whatever you do, don't let him drive.

## Persuasion

First try persuading the person not to drive. It won't be easy. Not many people will admit they're too far gone to drive. This is particularly true of men. Driving becomes an ego thing. Be prepared for defenses like these:

"It's my car."

"I drive a lot better after a few drinks."

"I only had a couple of drinks."

"A couple of beers never hurt anyone."

"You can't get drunk on beer."

"I can drive that road in my sleep."

"I've had more than this lots of times, and I've always made it home."

Don't let him convince you. Stand up even against the number one defense--"It's my car." Remember, someone who shows the signs of drinking is not able to judge his ability to drive. Keep your sense of humor. But be firm. Don't worry about losing a friend; he probably won't remember it the next day. If he does, he'll probably be too embarrassed to bring it up. Or he might thank you.

If friendly persuasion doesn't work, it might not hurt to put a little fear into the situation. Mention the risk of drinking and driving. Point out that if he is stopped by the police, a chemical test will probably show that he is legally impaired or intoxicated. He could lose his license. Even if he makes it home, he has to deal with his parents.

## Alternatives

It helps to have an alternative when someone is not fit to drive. If possible, arrange another way for the person to get home.

- If you are sober, offer him a ride home.
- Try to get him to ride with someone else who is sober.
- Offer to call a cab.

If none of these options is available, find something--a card game, trivia quiz, whatever--to keep him occupied while he's sobering up. Also, consider having him spend the night. If he stays overnight, make sure someone calls his parents to let them know.

### Preventing Driving

If these approaches don't work, you may simply have to prevent the person from driving. You owe it to the drinker, to those who may ride with him, and to others on the highway. You don't have to struggle with an intoxicated person. There are easier ways.

- Disable the car temporarily.
- As a last resort, try to get the keys.

## WHY IT'S IMPORTANT TO SPEAK UP AND GET OTHERS TO HELP

Your efforts to help the drinking driver don't have to taken alone. Young people are willing to help other young people. And teenagers are more likely to seek and accept help from other teenagers than from parents or other adults. It's been proven. But someone has to speak up first. Drinking drivers often leave a party and drive home simply because no one spoke up. Everyone was waiting for someone else to act. Or someone didn't think others would support him. Or someone hesitated because he wasn't sure the driver was "that drunk." The hard facts are that young drivers are involved in accidents far more frequently than any other age group. And more young (ages 16-24) drivers are killed in alcohol-related crashes than any other age group.

The statistics also show that youth alcohol crashes occur most often at night, speeding is often involved, and the driver is often returning home from the place of drinking. That's why it's important to speak up and to get others involved. You should try to enlist the aid of others before, during, and after the drinking. Never assume that they won't support you. You may have to put up with a few barbs or accusations that you are trying to spoil someone's fun or worse. But remember you are not trying to stop someone from having fun, just from doing something very dangerous.

## WHAT WOULD YOU DO IF YOU WERE...?

Reading and talking about the dangers of drinking and driving is one thing, but actually doing something about it is another. It takes courage to speak up the first time or to take some action, even if it is a friend and even if you believe the other members of the group will support you. One way to get started is to talk about or "role play" situations in which drinking and driving is involved.

Read the scene below. It describes a potential drinking and driving situation. Then read the questions which follow the scene. And think about what could be done--what you could do--to keep Bill from driving home.

## THE SCENE

It's a party given by Mike and Cathy, a young couple just out of high school. The three other couples at the party are high school seniors, except for Bill, who graduated last year. Mike and Cathy have supplied snacks, soft drinks, beer and wine. Others have brought their own beer or liquor. Bill drove to the party with his date, Mary. He brought two six-packs to the party and has just about polished them off. Mary isn't much of a drinker. She's had just one glass of wine. Earlier, Mary kidded Bill about his drinking, but he didn't get the message. She has to be home by midnight, and it's getting close to the time to leave. She has driven home before with Bill when he was drinking, but this time he seems a little more tipsy than usual. Mary is afraid to ride with Bill. But she doesn't want to drive herself, either. She has trouble driving at night.

Mike, the party's host, has had quite a bit to drink. He hasn't been paying too much attention to the fact that anyone has to drive home. His wife, Cathy, has had a few drinks. She is starting to "feel" them, but mainly she feels tired. Cathy just wishes everyone would go home.

George is a friend of Bill's. He drove the other car to the party and brought his date, Alice, plus Bob and Rose. He needs to get everyone home by 1 a.m. and will be driving the opposite direction from Bill. George has been watching Bill drink and doesn't think he should drive.

Alice, George's date, is quiet and shy. She was nervous about the party, but now she has a pleasant buzz on. The other couple, Bob and Rose, are enjoying themselves and not drinking very much. Rose is good friends with Mary and worried that Mary has to ride with Bill.

The party is starting to break up now, despite Mike's protests. The crowd is moving toward the coat closet and goodbyes are starting to be said. For the people who are concerned about Bill's driving, now is their last chance to act because Bill, flush with confidence and as sure of his ability to handle a car as his ability to handle two six-packs of beer, pulls out his keys, puts his arm around Mary, and announces he is ready to go.

## QUESTIONS

What would you do if you were Mary? George?

How do you think Bill will react to people who try to stop him from driving home?

Do you think that others will back up Mary or George if they try to stop Bill?

What can be done to gain their backing?

## WHAT I KNOW ABOUT ALCOHOL

Use the answer sheet. Circle the correct answer to each question.

1. Whenever a person drinks, the effects of alcohol are likely to be:
    - a. The same as before.
    - b. Less than before.
    - c. Changed by how they feel at the time.

2. The alcohol content in one 12-oz. can of beer is equal to:
    - a. One-fourth shot of whiskey, gin, etc.
    - b. One-half shot of whiskey, gin, etc.
    - c. One shot of whiskey, gin, etc.

3. Which one of the following helps a drinker sober up?
    - a. Time.
    - b. Coffee.
    - c. Food.

4. If you mix soda with alcohol, the effects of alcohol will:
    - a. Increase
    - b. Remain the same.
    - c. Decrease.

5. Which one of the following driving abilities is most influenced by small amounts of alcohol?
    - a. The ability to accelerate smoothly.
    - b. The ability to control vehicle's speed.
    - c. The ability to tell distance from another object.

6. The major advantage that experienced drinkers have over beginning drinkers is:
    - a. They are more likely to recognize the effects of alcohol.
    - b. They can drink more without getting drunk.
    - c. They can act sober even when they are not.

7. The best way to prevent drinking and driving is to deal with it:

   a. Before the drinking starts.
   b. During the drinking.
   c. When it's time to drive.

8. Men can sometimes drink more than women because:

   a. They have a greater tolerance.
   b. They weigh more.
   c. They have different hormones.

9. The amount of time it takes alcohol to leave the body:

   a. Can be increased.
   b. Can be decreased.
   c. Cannot be changed.

10. When the amount of alcohol in the body is low (less than .04%), the risk of an accident for young drivers is:

    a. Greater than when not drinking.
    b. Less than when not drinking.
    c. The same as when not drinking.

11. Which one of the following is the most helpful in telling if a person has had too much to drink?

    a. The number of drinks and the time period they've been drinking.
    b. The number of drinks and their drinking experience
    c. What the person usually drinks and how often they drink.

12. The legal standard for driving while intoxicated in most states is:

    a. .04% alcohol in the blood.
    b. .08% alcohol in the blood.
    c. .10% alcohol in the blood.

13. The most accurate way to tell if a friend has had too much to drink is to:

    a. Ask how he feels.
    b. Look for changes in how he acts.
    c. Figure out how much alcohol he has in his body.

14. Alcohol is a factor in about how many highway traffic deaths?

- a. 12,000 a year.
- b. 22,000 a year.
- c. 42,000 a year.

15. Studies show that young people:

- a. Believe drinking and driving is the drinker's business.
- b. Are willing to try to prevent drinking and driving.
- c. Believe preventing drinking and driving is the business of the police alone.

16. Which one of the following statements best describes people who often drink large amounts of alcohol?

- a. Alcohol's effects are less noticeable.
- b. Alcohol no longer affects them.
- c. Alcohol's effects last longer.

17. To reach a blood alcohol concentration of .06%, a 160-pound person would drink at least:

- a. Two drinks in an hour.
- b. Three drinks in an hour.
- c. Four drinks in an hour.

18. The best way to prevent a heavy drinker from getting too drunk to drive home from a party is to:

- a. Check on his drinking during the party.
- b. Arrange for other transportation before starting to drink.
- c. Take his keys at the first sign of intoxication.

19. A 140-pound person who drinks four beers in an hour:

- a. Can drive safely if he's careful.
- b. Cannot drive safely.
- c. Should have no problem driving.

20. In an hour, a person can eliminate the alcohol contained in about:

- a. One drink.
- b. Two drinks.
- c. Three drinks.

## ANSWER SHEET

A

1. a b c
2. a b c
3. a b c
4. a b c
5. a b c
6. a b c
7. a b c
8. a b c
9. a b c
10. a b c
11. a b c
12. a b c
13. a b c
14. a b c
15. a b c
16. a b c
17. a b c
18. a b c
19. a b [illegible]
20. a b c

## WHAT I KNOW ABOUT ALCOHOL

Use the answer sheet. Circle the correct answer to each question.

1. The alcohol content of one 1-1/2 oz. shot of whiskey is equal to:

   a. One 12-oz. can of beer.
   b. Two 12-oz. cans of beer.
   c. Three 12-oz. cans of beer.

2. People with a "high tolerance" for alcohol:

   a. Can drink more than other people.
   b. Don't get drunk.
   c. Do not show the obvious signs of intoxication.

3. The best way to tell if someone is on their way to getting drunk is to find out:

   a. What they are drinking.
   b. How much they have had to drink
   c. How much experience they have with drinking.

4. Men can sometimes drink more than women because:

   a. They have a greater tolerance.
   b. They weigh more.
   c. They have different hormones.

5. In one hour of drinking, almost everyone would reach .10 percent blood alcohol concentration with:

   a. 1 - 2 drinks.
   b. 3 - 4 drinks.
   c. 5 - 6 drinks.

6. For young people, alcohol is a factor in about:

   a. 20% of the highway deaths.
   b. 40% of the highway deaths.
   c. 60% of the highway deaths.

7. If you think someone is drinking too much, the best approach is:

   a. Get the drinker involved in other activities.
   b. Wait a while to make sure.
   c. Tell the drinker he can't have any more liquor.

8. With a .03% concentration of alcohol in the blood, the young driver's risk of being in an accident is:

   a. The same as when sober.
   b. Three times greater than when sober.
   c. Nine times greater than when sober.

9. A 140-pound person who drinks four beers in an hour:

   a. Can drive safely if he's careful.
   b. Cannot drive safely.
   c. Should have no problem driving.

10. The best way to avoid drinking too much is to:

   a. Set a limit before drinking starts.
   b. Add a mixer to the alcohol.
   c. Stick with beer.

11. The first driving ability affected by alcohol is:

   a. Coordination.
   b. Vision.
   c. Judgment.

12. Which of the following helps you sober up?

   a. Exercise.
   b. Time.
   c. Fresh air.

13. If you mix 1 ounce of liquor with 1 ounce of soda, the amount of alcohol:

   a. Increases.
   b. Decreases.
   c. Remains the same.

14. Which of the following statements is most accurate about food and alcohol?

  a. Food in the stomach slows the absorption of alcohol.
  b. Food helps you sober up.
  c. Food in the stomach means you can drink more.

15. For the young driver, the alcohol-related accident rate is:

  a. Greater than for other drivers.
  b. The same as for other drivers.
  c. Less than for other drivers.

16. If you are one drink over your limit, how long should you wait before you drive?

  a. At least 30 minutes.
  b. At least one hour.
  c. At least two hours.

17. The best way to prevent a drunk from driving is to:

  a. Have just one person deal with the drinker.
  b. Have a group of people deal with the drinker.
  c. Let the drinker decide whether to drive or not.

18. After two drinks which of the following persons would have the lowest percentage of alcohol in the blood?

  a. 100-pound person.
  b. 150-pound person.
  c. 200-pound person.

19. The drinker's emotional state can:

  a. Change the way alcohol affects the drinker.
  b. Change the percent of alcohol in the blood.
  c. Help body tissues to absorb more alcohol.

20. If you plan to drive after drinking, the best way to avoid driving while impaired is to:

  a. Start drinking an hour after everyone else starts.
  b. Set a limit before you start drinking.
  c. Stop drinking when you feel the effects.

B

# ANSWER SHEET

1. a b c
2. a b c
3. a b c
4. a b c
5. a b c
6. a b c
7. a b c
8. a b c
9. a b c
10. a b c
11. a b c
12. a b c
13. a b c
14. a b c
15. a b c
16. a b c
17. a b c
18. a b c
19. a b c
20. a b c

## ANSWERS

### KNOWLEDGE - ALCOHOL

| (A) | | (B) | |
|---|---|---|---|
| 1. | c | 1. | a |
| 2. | c | 2. | c |
| 3. | a | 3. | b |
| 4. | b | 4. | b |
| 5. | c | 5. | c |
| 6. | a | 6. | c |
| 7. | a | 7. | a |
| 8. | b | 8. | b |
| 9. | c | 9. | b |
| 10. | a | 10. | a |
| 11. | a | 11. | c |
| 12. | c | 12. | b |
| 13. | c | 13. | c |
| 14. | b | 14. | a |
| 15. | b | 15. | a |
| 16. | a | 16. | b |
| 17. | c | 17. | b |
| 18. | b | 18. | c |
| 19. | b | 19. | a |
| 20. | a | 20. | b |

# INSTRUCTOR'S GUIDE

# RESTRAINTS INFORMATION MODULE

## INTRODUCTION

While the use of restraints is low among the general population, it is even lower among young drivers. The ability of safety restraints to prevent or reduce the seriousness of injuries is well documented, and most educational programs attempt to communicate these facts to young drivers. Nevertheless, there continue to be extremely low levels of safety belt usage.

It appears that, even when young drivers know the benefits of restraint usage, they have a relatively low perception of risk and are not well aware of what can happen to an unrestrained driver or passenger in a collision.

This program is designed to provide students with factual information on the risks presented by failure to wear safety belts.

## GOAL AND OBJECTIVES

**Goal:** To increase the use of safety restraints by young people.

**Objectives:**

### Performance Objectives

- Uses safety restraints for all trips as a driver or passenger.
- Encourages others in a vehicle to use safety restraints.

### Knowledge Objectives

- Knows the characteristics and purpose of safety restraints.
- Knows the various risks associated with failure to use safety restraints.
- Knows risks are higher on short trips and at low speeds when most accidents occur.
- Knows common myths about safety restraints have no basis in fact.

Attitude Objectives

- Believes using safety restraints on all trips is essential to driver and passenger protection.
- Believes passenger protection is the driver's responsibility.
- Believes pressure from others not to use safety restraints should be ignored.

## PROGRAM CHARACTERISTICS

The program requires one class period in a standard classroom. Instruction consists of teacher presentation supported by a film. Some discussion follows the film viewing.

### Materials/Equipment

In addition to this Guide, required materials include:

- A student manual: "Safety Belts, What Do You Think?"
- Film: Dice in a Box
- 16mm sound projector
- Screen

### Instructional Aids

- Film--"Dice in a Box"

## PRE-PROGRAM PREPARATION

Instructor

- Review activity set forth in this Guide
- Preview film
- Review student manual

Students

Reading Assignment - (Provided prior to class meeting)

Assign the student manual: "Safety Belts, What Do You Think?" for outside reading.

## INSTRUCTIONAL ACTIVITIES

### Activity #1 - Instructor Presentation and Film (50 Minutes)

Instructor Presentation and Film

During this activity you will review some basic facts about safety restraints, and students will view the film. Important points for you to cover in introducing the program are outlined below.

### INTRODUCTION

- In any given accident, there are two collisions.
- The first is the vehicle collision.
- The second, more important collision is the "human collision."
- The human collision is the one that can hurt you.
- Safety restraints protect you in the human collision.
- If every driver and passenger in the U.S. wore restraints during every trip, in one year:

  --15,000 lives would be saved.
  --4 million personal injuries would be less severe.
  --$20 billion in accident costs would be saved.
- What about your chances of being in an accident? Are they high?
- Last year, almost 30 million drivers were in traffic crashes--about one of every five licensed drivers.
- There's a 50-50 chance that you will be in a crash sometime during your driving career.
- If you are in a crash, by failing to wear safety belts, you've greatly increased your chances of being severely injured or even killed.
- Even in a "near miss," an unrestrained driver could be thrown out of position and lose control of his car.

### Introduction to Film

- The film you are about to see is called "Dice in a Box."
- The film presents information on safety belts.
- It discusses common myths about restraints, how belts protect you in a crash and at all times, and why it's a good idea to encourage others to use restraints.

(SHOW FILM)

## DISCUSSION/QUESTIONS AND ANSWERS

- Ask students to summarize the most important points made in the film.
    - Belts keep you from colliding with parts of the car or with other people in the car.
    - In a crash, if you are wearing belts, the frame of the car will protect you. If you are not wearing belts, you could be killed due to impact.
    - Proper adjustment of belts is very important.
    - In a severe crash, there may be some injuries caused by belts, but they will be far less serious than would have resulted without belts.
    - Belts will help people escape from burning or sinking cars. Belts don't trap people.
- Ask students about their belt usage.
- Ask those who do not wear belts why they do not.
- Explore their "reasons," bringing out the facts supporting belt usage.

### LIKELY REASONS FOR NOT WEARING BELTS--EXAMPLES

- "I won't have an accident." Every year one of every five drivers has an accident.
- "I forget to wear them." Develop the habit of putting on safety belts before starting the vehicle.
- "My friends think I'm a sissy or a do-gooder." Let them know you're concerned about safety--yours and theirs. No one wants a cut face, broken teeth, etc.

# INSTRUCTOR'S GUIDE

## PEER TESTIMONIAL MODULE
## (ASSEMBLY PRESENTATION)

### INTRODUCTION

While the use of restraints is low among the general population, it is even lower among young drivers. The ability of safety restraints to prevent or reduce the seriousness of injuries is well documented, and most educational programs attempt to communicate these facts to young drivers. Nevertheless, there continue to be extremely low levels of safety belt usage.

It appears that, even when young drivers know the benefits of restraint usage, they have a relatively low perception of risk and are not well aware of what can happen to an unrestrained driver or passenger in a collision.

This program is designed to provide students with factual information about safety restraints and to increase their perception of risk by having them view a slide presentation/testimonial given by an accident victim.

### GOAL AND OBJECTIVES

**Goal:** To increase the use of safety restraints by young people.

**Objectives:**

Performance Objectives

- o Uses safety restraints for all trips as a driver or passenger.
- o Encourages others in a vehicle to use safety restraints.

Knowledge Objectives

- o Knows the characteristics and purpose of safety restraints.
- o Knows the various risks associated with failure to use safety restraints.

Attitude Objectives

- o Believes using safety restraints on all trips is essential to driver and passenger protection.
- o Believes pressure from others not to use safety restraints should be ignored.

## PROGRAM CHARACTERISTICS

The program requires one class period. The program consists of an audio/visual slide presentation, i.e., a peer testimonial entitled "Stayin' Alive." The program is designed for use in a student assembly setting.

### Equipment

Required equipment for presenting the "Stayin' Alive" program may be purchased or rented based on the following list of items.

- 3 C.P.E. rear projection sceens - 7.5' x 10'
- 6 Kodak E-2 projectors w/out lens
- 6 Buhl 1.4" f3 wide-angle projection lens
- 3 Wollensak AV33 dissolve control units
- 1 Wollensak Pro 9 programmer
- 1 Sharp RT1155 Stereo cassette unit
- 1 Scott audio amplifier A437
- 2 Allegro MC2000 speakers
- 3 Chief TE200 projector stackers
- Assorted cables and connectors
- 6 Spare projector bulbs
- 1 Wollensak AV-21 remote power swtich

### Instructional Aids

- Wisconsin "Stayin' Alive" Program

## PERSONNEL

- Program Administrator--To introduce the assembly and make arrangements for the equipment, equipment operator, and "Stayin' Alive" program.

- Equipment Operator--A technician to set up and operate the equipment for "Stayin' Alive."

## PRE-PROGRAM PREPARATION

### Program Administrator

- Review activities set forth in this Guide
- Procure "Stayin' Alive" program, equipment, and technician services
- Make arrangements for assembly session

### School Administrator

- Make assembly announcement

### Equipment Operator

- Set up equipment

- Check sound area
- Check screen replacement
- Check "system" before student scheduled arrival time

## INSTRUCTIONAL ACTIVITIES

### Activity #1 - Assembly Presentation "Stayin' Alive (30 minutes)

Peer Testimonial Program

- Students view the Wisconsin "Stayin' Alive" peer testimonial program.

## INTRODUCTION

Introduce the program based on the contents of the presentation script.

## PRESENTATION SCRIPT

Good Morning--I'm very pleased to present the "Stayin' Alive" program. It is a program which addresses the importance of seat belt use.

I think you will find this presentation to be quite an experience.

"Stayin' Alive" is a true story about a high school student just like you..., well, hopefully, not exactly...

Gary Erikson was 17 when he decided to take a ride in his "souped up" Chevy one spring afternoon in 1967.

You may think 1967! What does that have to do with me?!

You see--that ride in 1967 was the last one Gary ever drove because he was involved in a near fatal crash.

The year is not important--the fact that he was not wearing his seatbelt--is the key.

Not wearing his seatbelt has affected the rest of his life...

When Gary lost control of his car, nothing restrained him as he was thrown through the windshield and into a barbed wire fence.

He ended up in a coma for 8 months--and the accident left him brain damaged and maimed.

In fact, because of the damage to his brain--

*You* have to pay close attention to Gary as he speaks to you today.

If you *do* pay close attention, you will be able to grasp what Gary is now able to share with us--and this message is very important to all of us.

Please be open to the show--and try to gain from it.

SHOW PROGRAM

WRAP UP PROGRAM

Conclude the program with contents from the "Program wrap-Up Script".

## PROGRAM WRAP-UP SCRIPT

Thank you for your attention--as you now know--the message Gary spoke about was:

Seatbelts save lives, reduce injuries, and can spare us from unnecessary pain.

As a matter of fact--I have some statistics you may want to think about--

- 50-80% of all deaths and injuries from automobile accidents could have been prevented if safety belts or child safety restraints had been worn.
- If every driver and passenger in the United States wore seatbelts during every trip--in one year alone:
  --15,000 lives would be saved.
  --4 million personal injuries would have been less severe.

You may ask--What are the chances of being in a crash?

- Last year almost 30 million drivers were in traffic accidents--that is about one in every 5 drivers!

Think about what you have heard today and what Gary has gone through--isn't it worth it to use your seatbelt?

Thank you.

# INSTRUCTOR'S GUIDE

## RESTRAINTS INFORMATION AND PEER TESTIMONIAL MODULE
## (ASSEMBLY PRESENTATION)

### INTRODUCTION

While the use of restraints is low among the general population, it is even lower among young drivers. The ability of safety restraints to prevent or reduce the seriousness of injuries is well documented, and most educational programs attempt to communicate these facts to young drivers. Nevertheless, there continue to be extremely low levels of safety belt usage.

It appears that, even when young drivers know the benefits of restraint usage, they have a relatively low perception of risk and are not well aware of what can happen to an unrestrained driver or passenger in a collision.

This program is designed to provide students with factual information about safety restraints and to increase their perception of risk by having them view a slide presentation/testimonial given by an accident victim.

### GOAL AND OBJECTIVES

**Goal:** To increase the use of safety restraints by young people.

**Objectives:**

Performance Objectives

- o Uses safety restraints for all trips as a driver or passenger.
- o Encourages others in a vehicle to use safety restraints.

Knowledge Objectives

- o Knows the characteristics and purpose of safety restraints.
- o Knows the various risks associated with failure to use safety restraints.
- o Knows risks are higher on short trips and at low speeds when most accidents occur.
- o Knows common myths about safety restraints have no basis in fact.

### Attitude Objectives

- Believes using safety restraints on all trips is essential to driver and passenger protection.
- Believes passenger protection is the driver's responsibility.
- Believes pressure from others not to use safety restraints should be ignored.

## PROGRAM CHARACTERISTICS

The program requires one class period. Instruction consists of teacher presentation supported by a film and by an audio/visual slide presentation, ie., the peer testimonial entitled "Stayin' Alive." The program is designed for use in a student assembly setting.

### Materials

In addition to this Guide, required materials include a student manual: "Safety Belts, What Do You Think?"

### Equipment

The film requires a 16mm sound projector. The equipment for "Stayin' Alive" may be purchased or rented based on the following general specifications/listing.

- 3 C.P.E. rear projection sceens - 7.5' x 10'
- 6 Kodak E-2 projectors w/out lens
- 6 Buhl 1.4" f3 wide-angle projection lens
- 3 Wollensak AV33 dissolve control units
- 1 Wollensak Pro 9 programmer
- 1 Sharp RT1155 Stereo cassette unit
- 1 Scott audio amplifier A437
- 2 Allegro MC2000 speakers
- 3 Chief TE200 projector stackers
- Assorted cables and connectors
- 6 Spare projector bulbs
- 1 Wollensak AV-21 remote power switch

### Instructional Aids

- Film--"Dice in a Box"
- Wisconsin "Stayin' Alive" Program

**Personnel**

- Program Administrator--To introduce the assembly and make arrangements for the instructional material and equipment.
- Equipment Operator--A technician to set up and operate the equipment for "Stayin' Alive."

## PRE-PROGRAM PREPARATION

### Instructor

- Review activities set forth in this Guide
- Preview film: "Dice in a Box."
- Review student manual, "Safety Belts, What Do You Think?"
- Make arrangements for assembly session.

### Students

#### Reading Assignment

Assign the student manual, "Safety Belts, What Do You Think?" for outside reading. Read the Pre-Program Script prior to handing out the manual.

### School Administrator

This script should be read to students by a School Administrator or designee before the day of the instructional program presentation.

## PRE-PROGRAM SCRIPT

Students--

Tomorrow (specify day of week--Monday, Tuesday, etc.) you will be attending a special traffic safety assembly.

As you probably already realize, traffic safety is becoming an issue of public concern.

For example, most of the car manufacturers have been producing radio commercials which urge you to "buckle up out of love" or urge you to tell your passengers to buckle their seat belts because "as a driver you are seen as the captain of the ship, and it's your responsibility to make sure everyone is using a seat belt."

The Federal government has also become involved in this traffic safety movement by producing instructional programs which highlight the reasons for wearing safety belts.

Our school has been selected to participate in one of these Federally-produced safety belt presentations.

I am handing out a booklet (Safety Belts, What Do You Think?) which was written to accompany this program.

Please read this material before tomorrow's assembly. By reading the booklet before the assembly, you will be familiar enough with the material to get the full impact of the presentation.

Equipment Operator

- Set up equipment
- Check sound area
- Check screen placement
- Check "system" before student scheduled arrival time.

### Activity #1 (25 minutes)

Film Presentation

You will introduce the assembly program and students will view the film, "Dice in a Box."

### Activity #2 (30 minutes)

Peer Testimonial

Students view the Wisconsin "Stayin' Alive" program.

**Activity #1--Film Presentation, "Dice in a Box"**

Introduce the program by presenting the contents contained in the "Film Script".

**INTRODUCTION**

- Read Script

**FILM SCRIPT**

Good morning--

I am very pleased to present a seat belt program.

Today you will see a film and a slide presentation that should, at the very least, heighten your awareness of seat belts.

Obviously, the purpose of this program is to present information to convince you to buckle your seat belt.

The film you are about to see is called "Dice in a Box." It was produced in Ontario, Canada, where seat belt use is now mandated by law.

The film presents information about seat belts--what they can do, what they cannot do--and discusses common myths which are used by some as excuses for not wearing their safety belts.

Please listen carefully.

SHOW FILM

**Activity #2--Wisconsin "Stayin' Alive" Program**

Introduce this part of the program by presenting the contents contained in the presentation script.

**INTRODUCTION**

o Read "Presentation Script"

## PRESENTATION SCRIPT

I'm now pleased to present the "Stayin' Alive" program.

I think you will find it to be quite an experience.

"Stayin' Alive" is a true story about a high school student just like you..., well, hopefully, not exactly...

Gary Erikson was 17 when he decided to take a ride in his "souped up" Chevy one spring afternoon in 1967.

You may think 1967! What does that have to do with me?!

You see--that ride in 1967 was the last one Gary ever drove because he was involved in a near fatal crash.

The year is not important--the fact that he was not wearing his seatbelt--is the key.

Not wearing his seatbelt has affected the rest of his life...

When Gary lost control of his car, nothing restrained him as he was thrown through the windshield and into a barbed wire fence.

He ended up in a coma for 8 months--and the accident left him brain damaged and maimed.

In fact, because of the damage to his brain--

You have to pay close attention to Gary as he speaks to you today.

If you do pay close attention, you will be able to grasp what Gary is now able to share with us--and this message is very important to all of us.

Please be open to the show--and try to gain from it.

(Start the show)

### Wrap Up

- Wrap up program--read "Program Wrap Up Script"

## WRAP UP SCRIPT

Thank you for your attention--as you now know--the message Gary spoke about was:

Seatbelts save lives, reduce injuries, and can spare us from unnecessary pain.

As a matter of fact,

- o If every driver and passenger in the United States wore seatbelts during every trip--in one year alone:
  - --15,000 lives would be saved.
  - --4 million personal injuries would have been less severe.

You may ask--What are the chances of being in a crash?

- o Last year almost 30 million drivers were in traffic accidents--that is about one in every 5 drivers!

Think about what you have heard today and what Gary has gone through--isn't it worth it to use your seatbelt?

Thank you.

# INSTRUCTOR'S GUIDE

# RESTRAINTS INFORMATION AND CONVINCER RIDE MODULE

## INTRODUCTION

While the use of restraints is low among the general population, it is even lower among young drivers. The ability of safety restraints to prevent or reduce the seriousness of injuries is well documented, and most educational programs attempt to communicate these facts to young drivers. Nevertheless, there continue to be extremely low levels of safety belt usage.

It appears that, even when young drivers know the benefits of restraint usage, they have a relatively low perception of risk and are not well aware of what can happen to an unrestrained driver or passenger in a collision.

This program is designed to provide students with factual information about safety restraints and to increase their perception of risk by having them ride on a Seat Belt Convincer.

## GOAL AND OBJECTIVES

**Goal:** To increase the use of safety restraints by young people.

**Objectives:**

### Performance Objectives

- Uses safety restraints for all trips as a driver or passenger.
- Encourages others in a vehicle to use safety restraints.

### Knowledge Objectives

- Knows the characteristics and purpose of safety restraints.
- Knows the various risks associated with failure to use safety restraints.
- Knows risks are higher on short trips and at low speeds when most accidents occur.
- Knows common myths about safety restraints have no basis in fact.

## Attitude Objectives

- Believes using safety restraints on all trips is essential to driver and passenger protection.
- Believes passenger protection is the driver's responsibility.
- Believes pressure from others not to use safety restraints should be ignored.

## PROGRAM CHARACTERISTICS

The program requires two instructional periods for each group of 25-30 students. Instruction consists of teacher presentation supported by a film and discussion and by a student Seat Belt Convincer ride. Each student rides the convincer while the remaining students watch.

### Materials

In addition to this Guide, required materials include the student manual--"Safety Belts, What Do You Think?"

### Instructional Aids

- Film--"Dice in a Box"

### Equipment/Facilities

Convincer ride activity requires a Seat Belt Convincer sled and an open area (e.g., a parking lot) in which to locate sled. In addition to the convincer, the following are needed for class instruction:

- 16mm sound projector
- Screen

### Personnel

- 1 Instructor--To provide class instruction and monitor students observing the convincer ride.
- 1 Convincer Operator--To administer convincer rides.

## PREPROGRAM PREPARATION

### Instructor

- Review activities set forth in this Guide
- Preview film
- Review student manual
- Situate and check out operation of Seat Belt Convincer sled.

**Students**

Reading Assignment

- Assign the student manual, "Safety Belts, What Do You Think?" for outside reading (prior to the convincer program ).

## INSTRUCTIONAL ACTIVITIES

### Activity #1 (50 minutes)

Instructor Presentation and Film

You will present basic information about restraints, and students will view the film "Dice in a Box."

### Activity #2 (50 minutes)

Student Seat Belt Convincer Ride

Each student will ride the Seat Belt Convincer sled. The students who are waiting for their turn will engage in a safety belt discussion guided by the instructor at the Convincer Sled sideline.

### Activity #1--Instructor Presentation and Film

During this activity, present the following facts about safety restraints, and show and discuss the film. Important points to make in the introduction and in introducing the film are outlined below.

### INTRODUCTION

- In any given accident, there are two collisions.
- The first is the vehicle collision.
- The second, more important collision is the "human collision."
- The human collision is the one that can hurt you.
- Safety restraints protect you in the human collision.
- If every driver and passenger in the U.S. wore restraints during every trip, in one year.

--15,000 lives would be saved.
--4 million personal injuries would be less severe.
--$20 billion in accident costs would be saved.

- What about your chances of being in an accident? Are they high?

- Last year, almost 30 million drivers were in traffic crashes--about one of every five licensed drivers.

- There's a 50-50 chance that you will be in a crash sometime during your driving career.

- If you are in a crash, by failing to wear safety belts, you've greatly increased your chances of being severely injured or even killed.

- Even in a "near miss," an unrestrained driver could be thrown out of position and lose control of his car.

**Introduction to Film**

- The film you are about to see is called "Dice in a Box."

- The film presents information on safety belts.

- It discusses common myths about restraints, how belts protect you in a crash and at all times, and why it's a good idea to encourage others to use restraints.

(SHOW FILM)

**DISCUSSION/QUESTIONS AND ANSWERS**

- Ask students to summarize the most important points made in the film.

  - Belts keep you from colliding with parts of the car or with other people in the car.

  - In a crash, if you are wearing belts, the frame of the car will protect you. If you are not wearing belts, you could be killed due to impact.

  - Proper adjustment of belts is very important.

  - In a severe crash, there may be some injuries caused by belts, but they will be far less serious than would have resulted without belts.

- Belts will help people escape from burning or sinking cars. Belts don't trap people.

- o Ask students about their belt usage.
- o Ask those who do not wear belts why they do not.
- o Explore their "reasons;" highlight the facts supporting safety belt usage.

**LIKELY REASONS FOR NOT WEARING BELTS--EXAMPLES**

- o "I won't have an accident." Every year one of every five drivers has an accident.
- o "I forget to wear them." Develop the habit of putting on safety belts before starting the vehicle.
- o "My friends think I'm a sissy or a do-gooder." Let them know you're concerned about safety--yours and theirs. No one wants a cut face, broken teeth, etc.

## Activity #2--Student Seat Belt Convincer Ride

**INTRODUCTION** --To be given in class and reinforced at the convincer site.

- o The Seat Belt Convincer demonstrates the forces involved in a low speed (10 mph) crash.
- o You will be able to feel those forces and experience the protection of properly used and adjusted safety restraints.
- o As each student rides the sled, the others should be watching for the following:

  --head snapping forward
  --arms and hands flying forward
  --bulge around belts at impact

- o As you observe, look for only one of these actions at a time because the sled stops in only one-tenth of a second. You have an opportunity to see all of these things as each student takes a turn.

### INSTRUCTOR PROCEDURES

- o Give the introduction.
- o Position students waiting for the convincer ride so that they have a clear view of the sled and rider.

- Maintain this positioning as students take their turn.
- Ask someone to volunteer to be the first rider. Then have each student ride.
- Point out what is happening and why (e.g., head snapping forward; arms and hands flying forward; bulge around belts at impact).
- Discuss what the belt is doing; how fast an accident occurs; the two collisions.
- Address the fact that they are observing a simulated low-speed crash, and that most accidents occur on short trips and at low speeds.
- Elicit comments from the students who rode the convincer.
- Keep the group's attention on the activity at hand and on the utility of wearing safety belts.
- Exclude students from the convincer ride experience if they indicate they have a back or neck problem.
- After all have ridden, assemble group and check their perception of the need for using belts.

## OPERATOR PROCEDURES

- Raise seat: Student enters sled at the top of the run.
- Have students remove glasses, hats, etc. and items that may be on their belts.
- Have student position body in the seat looking forward as if he is a passenger in a vehicle.
- Fasten seat and shoulder belts.
- Adjust seat belt around lower hips (e.g., below belt buckle); shoulder belt should allow a clenched fist to be placed between belt and body.
- Check belt connections and adjustment.
- Student places lower arms and hands on top of thighs and relaxes.
- Instruct student to ride with mouth closed.
- Release seat.
- After student has "crashed," he releases belts and exits at bottom of sled.

# INSTRUCTOR'S GUIDE

## CRASH DYNAMICS MODULE*

- The teaching-learning activities contained here are meant to be used with the safety-belt audiovisual materials of the National Highway Traffic Safety Administration (NHTSA).

- The instructional plan which follows serves as a lesson plan or guide for presenting and discussing the audiovisual materials.

- A minimum of 50 minutes is required for instruction; class administrative time is not included. The program may be taught in 1 to 2 class periods, depending on the length of the class period.

- Equipment needed for these activities includes (1) a screen and (2) a 16mm sound motion picture projector.

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* Adapted from "A Suggested Safty Belt Instructional Plan for High School Teachers," prepared for NHTSA under Contract No. DTNH22-81-C-052[illegible]5, by the American Driver and Traffic Safety Education Association.

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ACTIVITY ONE

1. Show the "EGG" trigger film.
2. Initiate discussion so students "discover" the safety belt intent.
3. Cover discussion points.

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Teaching Points

1. While this is the introductory activity, it is strongly recommended that no introductory remarks be made or preliminary information be given before the film.

2. Start by showing the "EGG" trigger film. Important: Let students "discover", on their own, that they are about to engage in a safety belt activity.

3. The film is designed to catch their attention and will make its point very quickly and with very few words. Be prepared to re-show the film.

Presentation: Time 1 minute

1. Show the "EGG" trigger film.
   a. Running Time: 30 seconds
   b. Objective: To convey the idea that safety belts prevent you from colliding with the inside of your car in a crash.
   c. Concept best illustrated: Effectiveness of being restrained as opposed to being unrestrained.

2. Reshow the film if necessary. You may find that the main thrust is lost on a few students because of the rapidity with which the information is given. In addition, the film is very visual. This may cause the student to retain less of the narration.

Discussion Points: 5 minutes

1. Immediately after the film presentation(s), ask the class: "WHAT DID YOU THINK?"

   Your motive is to let the class explore the reasons for their seeing the film. Obviously, it will be most effective if the class "discovers" on its own that a safety belt discussion or program is under way.

   (Teaching Point: If the film showing is repeated, do not comment between showings other than to say: "LET'S LOOK AT IT AGAIN.")

2. After the class has discovered the safety belt intent, reinforce their conclusion by adding:

   "WE'RE GOING TO BE INVOLVED WITH SAFETY BELTS FOR THE NEXT COUPLE OF CLASS PERIODS. WE'LL BE SEPARATING THE MYTHS FROM THE FACTS. WE'LL BE EXPLORING THE PROBLEMS -- THE ISSUES -- AND OUR OWN EXPERIENCES WITH SAFETY BELTS."

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| ACTIVITY TWO | 1. Introduce the film<br>2. Show "SAFETY BELTS SAVE LIVES" film.<br>3. Cover discussion points. |

Teaching Points

1. The film illustrates graphically the effectiveness of safety belts by showing what happens when occupants are: totally unrestrained, using lap belt only, and properly belted.

2. The 1/5th true speed sequences demonstrate the rapidity with which crashes occur.

Presentation: 2 minutes

1. Introduce the film with a statement such as: "LET'S TAKE A LOOK AT WHAT REALLY HAPPENS AND HOW FAST IT HAPPENS IN A CRASH."

2. Show the film "SAFETY BELTS SAVE LIVES."

    a. Running Time: 2 minutes

    b. Objective: To emphasize the necessity of wearing both lap and shoulder belts.

    c. Concept best illustrated: Effectiveness of lap belt only and the lap and shoulder combination.

Discussion Points: 10 minutes

1. Immediately after the film presentation(s), ask the class: "WHAT DID YOU THINK?

2. Following the film presentation, initiate a class discussion based on these questions and answers:

   - **In every crash, there are two collisions. What are they?**

     The two collisions are:

     --The actual crashing of the car into external object--the VEHICLE collision, and

     --The crashing of the occupants against interior portions of the car--the HUMAN collision.

   - **How fast does the accident happen?**

     A car going 30 mph comes to a complete stop upon impact in 1/10th of a second. The occupants of the vehicle come to a complete stop 1/50th of a second later.

   - **Can you be seriously injured even if the passenger compartment stays completely intact?**

     The majority of injuries are caused by the human collision, i.e., the occupants hitting some part of the inside of the vehicle after vehicle impact. Therefore, the structural integrity of the passenger compartment has less to do with reducing injuries in low speed crashes than do safety belts.

   - **How helpful is a padded dash and instrument panel in reducing injury?**

     The forces involved in a collision are so strong that a padded dash offers little or no protection to occupants in speeds over 10 mph.

   - **Comment: Most people would have the reflexes to shield their heads from injury by raising their arms. Wouldn't that reduce injuries substantially?**

     It is true that the crash dummies cannot demonstrate all the normal reflexes a human would have. However, no amount of shielding would reduce the forces unleased in anything but a very low-speed crash.

## ACTIVITY THREE

1. Introduce the "SAFETY BELTS AND YOU" film.
2. Show the film.
3. Cover discussion points.

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Teaching Points

1. The presentation should demonstrate the effects of usage and non-usage of safety belts on test dummies in accidents occurring in different ways.

3. It is important to note also that the film emphasizes the dynamics of a small car collision.

Presentation: 9 minutes

1. Introduce the film with a statement such as: "NOW WE'LL LEARN MORE ABOUT CRASH TESTS AND THE CRASH DUMMIES THAT ARE USED. YOU WILL SEE NINE ACTUAL CRASH TESTS -- ROLL-OVER, HEAD-ON, AND REAR-END -- AND YOU'LL BE SHOWN THE HUMAN COLLISION IN EACH ONE."

2. Show the "SAFETY BELTS AND YOU" film.

   a. Running Time: 8 minutes, 30 seconds

   b. Objective: To demonstrate the effects of safety belts in various kinds of crashes and to show the human collision in these different crashes.

   c. Concept best illustrated: Effectiveness of safety belts and the dynamics of a motor vehicle crash.

Discussion Points: 5 minutes

1. Immediately after the film presentation(s), ask the class: "WHAT DID YOU THINK?"

2. Initiate class discussion emphasizing these questions and answers:

   o **What happens when someone is ejected from a crashing car?**

     When anyone is ejected from the car, he or she runs the risk of plunging through the windshield, smashing into trees or rocks, scraping along the ground or the pavement, or getting run over by his own or another car.

   o **Do you have to wear your safety belt if you are in the back seat of a car?**

     For your own safety - to prevent ejection - and for the safety of the other occupants, it is essential that you wear your safety belt even if riding in the back seat. During a crash, unbelted rear-seat passengers can be thrown into front-seat passengers and both can be seriously injured. One out of every five serious injuries results from occupant to occupant impact.

   o **Could any belted passenger have survived that roll-over?**

     Yes. Belted occupants would have been held in place during this crash, keeping them from hitting the hard surfaces of the interior of the car. The passenger compartment remained intact.

Because of the technical nature of the film, you may need these definitions:

Thirty Degrees to the Barrier--The majority of accidents occurring are frontal and angular crashes. Hence, in test crashes, the barrier is turned 30 degrees to simulate the angular crash.

Classic Deep Bow--When an occupant wears only a lap belt, the force of the crash throws only his torso forward, resulting in a bowing motion.

## ACTIVITY FOUR

1. Introduce "PUMPKIN" film.
2. Show the film.
3. Cover discussion points.

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Teaching Points

1. The "PUMPKIN" film is for those people who think it is better to be thrown clear of a car when involved in a crash.

2. The film is designed to catch the viewers' attention and to make its point quickly.

3. In the film, a pumpkin smashes into the pavement, splits when it hits a post, and rolls into the path of an oncoming truck. The narrator uses the pronoun "you" when describing what is happening to the pumpkin.

4. You may want to repeat the film showing for added effect.

Presentation: 1 minute

1. Introduce the film with a short statement such as: "THIS NEXT FILM IS FOR THOSE WHO STILL THINK IT'S BETTER TO BE THROWN CLEAR."

2. Show film: "PUMPKIN."

   a. Running Time: 30 seconds

   b. Objective: To demonstrate, abstractly, what happens when one is ejected in a crash.

   c. Concept best illustrated: It focuses on the importance of remaining in a car during a crash rather than being ejected.

3. OPTION: Re-show the film.

Discussion Points: 5 minutes

1. Immediately after the presentation(s), ask the class: "WHAT DID YOU THINK?"

2. The film leads to a discussion of the question: "Isn't it safer to be unbuckled so that you can be ejected?"

   Answer: There are at least three general reasons for answering NO to the question:

   (1) Experts believe your chances of death are at least five times greater if thrown from the car. (NOTE: Other estimates suggest that this risk may be as much as 25 times greater.)

   (2) Chances of escape are better if you are still conscious at the time of the accident.

   (3) If the belt is properly fastened around the pelvic area with shoulder belt crossing the middle of the chest, chances of injury from the safety belts are greatly reduced.

3. Be prepared to answer the question: "Couldn't I just brace myself -- especially in a low-speed crash?"

   Adequately bracing yourself with arms or legs is almost never possible because collisions happen too fast.

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## ACTIVITY FIVE

1. Introduce the problem of protecting children in cars.
2. Show the film "CHILD RESTRAINTS."
3. Cover discussion points.

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Teaching Points

1. This film emphasizes the importance of crash protection for children. There is a critical need for drivers, parents, and others to provide proper protection for children.
2. The film uses simulated test crashes to show what happens to children in a collision. A simulated crash scene shows what happens when a mother holds a child in her arms.
3. The major focus of this activity should be on the vulnerability of children in a crash -- and what to do about it.

Presentation: 3 minutes

1. Show the "CHILD RESTRAINTS" film.
    a. Running Time: 3 minutes
    b. Objective: To demonstrate what happens to children when they are and are not restrained in a crash.
    c. Concept best illustrated: The effectiveness, selection, and proper use of child restraints.

Discussion Points: 5 minutes

1. Immediately after the film presentation(s), ask the class: "WHAT DID YOU THINK?"

2. The following questions and answers will serve to emphasize the important aspects of child passenger protection:

   - **What is the leading cause of death and injury to children?"**

     The leading cause of death for children ages one to four is motor vehicle accidents. "Children are 40 to 50 times more likely to die by motor vehicle accidents than by preventable diseases." (National Safety Council, 1978).

   - **How many children use child restraints?**

     Restraint usage for children in crashes is only about 5%. A North Carolina observation study shows that 19.3% of children under six were riding in child restraint devices, with improper usage reducing protection level to 5.7%. This leaves an overwhelming majority of children who are not using or are improperly using child restraints.

   - **How effective are child restraints?**

     Child restraint effectiveness levels, given use in a crash, reduce serious injuries by 50 to 70%. Of every 100 children who died in motor vehicle crashes, 80 would be alive today if their parents had buckled them up.

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| ACTIVITY SIX | 1. Without introduction, show the film: "HEADACHE." |

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Teaching Points

1. IMPORTANT! The "HEADACHE" film should be shown without introduction.

2. IMPORTANT! The "HEADACHE" film should be the last film shown in this suggested Instructional Plan.

Presentation: 1 minute

1. Show the "HEADACHE" film.
    a. Running Time: 30 seconds.
    b. Objective: To emphasize the necessity of wearing lap and shoulder belts.
    c. Concept best illustrated: Effectiveness of belts.
2. The film poses the question that the students should be left with. Follow-up discussion is not necessary.

# SAFETY BELTS
# What Do YOU Think?

**"Buckle Up For Safety."**

**"Seat Belts Save Lives"**

**"Buckle Up. Somebody Needs You."**

Like Muzak, the slogans are all around you. And maybe that's the problem. The catchy little phrases are heard so often, they tend to go in one ear and out the other.

Sure, a little bit of the message "sticks." Most people can tell you that safety belts save lives. And quite a few can add that belts cut down on the really serious kinds of injuries people get in accidents. But most folks can't tell you much of anything else about safety belts.

It's not that there aren't any more facts available; there are plenty to be had just for the asking. Trouble is, few people bother to ask. They've heard about belts a lot—they can even recite some of those slogans, or sing a safety belt song. But they just haven't bothered to *think* about what they've heard.

It's kind of strange, really. You'd think that people might get a little interested when they hear that something has saved tens of thousands of people from being killed or mutilated. At the very least, you'd expect someone to ask a few questions—basic questions like . . .

## Why Do You Need Belts in the First Place?

To answer this question, you have to know what happens in a crash. The most important thing to remember is that, in any given accident, at least two collisions take place.

- The first is the vehicle collision: The car hits something, crunches up, and then stops.
- The second, more important collision is the "human collision"—the crash of the people in the car that occurs after the first collision.

The human collision is the one that can hurt *you.* Safety belts protect you in the human collision.

As an example of how these two collisions get squeezed into one accident, let's look at what happens when a car smashes head on into a solid wall at 30 mph. Since the wall won't move, the car must stop. The bumper stops as soon as it hits the wall, but the rest of the car keeps going forward. This forward motion is what mashes up the front end of the car. Just be glad the front end crumples up. That crumpling helps soak up the force of the crash so that the rest of the car can stop. All this happens rapidly. Roughly one-tenth of a second passes between the time the bumper hits the wall and when the whole car comes to a complete stop. In that period, the car is shortened by about two feet up front.

So, within one-tenth of a second, the car has come to a complete stop. But what about the *driver*? An unbelted driver is still tooling along inside the car at 30 mph. It will take the driver about one-fiftieth of a second more to hit something—say the windshield or the steering wheel. That's the human collision. The whole thing—from the moment the car hits, to the moment the driver hits—is over in .12 seconds. And belts can make a big difference in determining how serious that second collision is.

A lot of people think they are strong enough to brace themselves in a crash. They aren't. At just 30 mph you'd be thrown toward the dash with the same force as if you'd jumped head first off a three-story building. No one's arms are anywhere near strong enough to "catch" himself and break a three-story fall. Safety belts are, though. And that's why people need them, even in a low-speed crash.

## How Do Belts Work to Make a Crash Less Serious?

Belts work in several ways to make you safer in a crash. One of the most important things they do is to start stopping you sooner. Since belts are part of the car, they start losing speed as soon as the car does. When that happens, your body slams against the belt and begins to slow down with the car. This is called the "ride down." If you weren't belted in, you'd have the 30 mph "clear sailing" we talked about earlier–clear sailing that ends abruptly at the windshield. The belt, however, begins to stop you several milliseconds earlier. This gives you a longer time to stop, a longer time in which to spread out the crash forces that your body must deal with.

Another plus that goes along with the belt is that it actually expands a little when your body slams into it. Slight though this expansion is, it serves the same purpose as the crunching of the fender–it absorbs some of the crash energy. Granted, these little "edges"–a few milliseconds here, a few millimeters of expansion there–don't seem like much. But in a crash where the action is so powerful and over with so quickly (remember, it's all over in the time it takes to flick a light switch on and off) milliseconds and millimeters represent a big percentage of what's available, and they can make a very big difference in the outcome.

Belts also help you by distributing the force of a crash. Belts see to it that the strongest parts of your body bear the brunt of the crash forces. The lap belt channels crash forces to your strong hip bones. The shoulder strap spreads the energy across the rib cage. This kind of control supplied by the belt keeps you from "leading with your chin" in a crash. It also spreads out the force to a larger part of the body, thus easing the pressure on any one vital part.

## What Else Do Belts Do?

In addition to controlling how crash forces work on your body, safety belts can help control what you hit and what hits you. In a crash, you and anyone else in the car will tend to move toward the point of impact:

- If hit from the side, you'll be thrown sideways toward the crash point.
- If hit from the front, you'll be thrown forward toward the hood and anything in between (steering wheel, shift lever, windshield, dash, etc.).
- If hit from the rear, you'll be thrown back against the seat, then snap forward like you're coming off a diving board, straight for the hood.

If you're belted in, you'll still move toward the crash point, but the collision will be with the belt, not with hard, dangerous objects like glass or window frames.

Belts will also keep you from hitting something even more frightening—a friend in the car. When belts aren't worn, too often the human collision is a collision between two humans. Two people in the same car will collide with each other more frequently than you might expect, simply because they are headed in the same direction—toward the point of impact.

When crash forces throw one person into another, it can be serious. In that 30 mph crash we've been talking about, your body would crash into your neighbor with the force of several *thousand* pounds. But, bad as that collision would be in itself, it can lead to more serious, even fatal, results.

The most dangerous aspect of person-to-person crashes is the extra collisions they cause. If you are thrown against someone, you run the added risk of pushing him through the window or crushing him against the door. Remember, we're talking about hitting someone with a force of several *thousand* pounds. Needless to say, anybody else riding unbelted poses the same danger to you.

So, basically, safety belts make you safer by controlling the second collision in a crash, by making sure what you hit is a protective belt rather than someone or something else.

## Where Do People Come Off Saying that Wearing Belts Can *Prevent* Accidents?

There's a world of difference between "curing" the effects of an accident and preventing it in the first place. . . or is there? The key concept behind both results is the same—control.

Belts lessen the severity of crash forces on your body by controlling them—spreading them out over a longer period of time, over a larger part of your body, toward your body's strengths. Belts also control your body in a crash, keeping it away from harm rather than letting it smash against hard objects or other people.

That same kind of control can help you avoid a crash. To control your car successfully, you can be in only one place—behind the wheel. The safety belt helps keep you there in situations that otherwise might push you away from the wheel . . . and right into an accident.

Ever been thrown against the door when someone takes a turn too fast? Or, maybe you've hit a deep pothole so hard that your head has bounced against the roof. Usually, these kinds of things don't cause big problems. But, if you're driving, they could be enough to bump you away from the wheel just far enough and just long enough for you to lose control of your car. If that happens, you do have a big problem. Fortunately, belts can keep that from happening by keeping you in place and in control. If you're suddenly faced with an emergency and have to make a quick turn or a panic stop, a safety belt will keep you behind the wheel and in control of the car. If you're not wearing a belt, you may avoid one accident only to lose control and end up in another.

Belts also help you keep control *in* an accident. We've been talking about a 30 mph crash in laboratory conditions—a nice, "clean" accident where your car hits a wall dead straight and stops, period. On the road, however, accidents tend to be a lot less cut-and-dried than that. For instance, a car might hit another car, bounce off, hit *another* car, bounce again. If you're not wearing a belt, you're running a much bigger risk of being knocked out or pulled from behind the wheel as soon as you hit the first car. From that time on, you're in no position to do anything to avoid hitting the next car. When you're belted in, however, you can stay behind the wheel after the first crash. That gives you a chance of controlling the car and avoiding the second and third collisions.

## How Effective Are Safety Belts?

Most people accept the facts that wearing belts can protect them in a crash. But too few bother to find out exactly *how much* protection they can expect. If they'd only ask, they might be surprised by the answer. While researchers may differ by a few percentage points either way, average figures coming out of safety belt studies look like this:

- Belts can cut the number of serious injuries received by 50 percent.
- Belts can cut deaths by 60 to 70 percent.

To put these figures in other words, not wearing a belt doubles your chance of being hurt seriously in a crash. Serious injuries received in crashes often involve the head or spinal cord. In fact, in the U.S., auto accidents are the number one cause of epilepsy (from head injury) and paraplegia (from damage to the spinal cord).

The restraining action of belts–especially shoulder belts–helps explain why they cut the risks of being seriously hurt by so much. Wearing just a lap belt cuts your chance of being killed in a crash to *half* of what it would be if you wore no belt at all. And using a shoulder belt with a lap belt is even better. In a crash, unbelted drivers are *three to four times* more likely to be killed than drivers who wear both shoulder and lap belts. One important note: These improved chances of escaping injury or death thanks to belts hold true *regardless of speed*. Canadian Air Force studies have found belts to be effective at speeds of up to *600* mph. Whether you're going 25 mph or 75 mph, you're a lot better off using belts.

## What Are the Odds That I'll Ever Need A Safety Belt?

This question is tough–not to answer, but to ask. Too many people never do ask themselves this one. Rather than face the facts, they prefer to take comfort in the false idea that "it can't happen to me."

The hard facts are that traffic accidents aren't rare events. About 18 million of them happen every year–roughly one accident for every other beat of your heart. Of course, not every reported accident results in injuries. But injuries are by no means scarce. Someone is injured in a traffic accident every 16 seconds. (That's about two million a year.) Someone dies in a crash every 10 minutes every day of the year.

What are your chances of being in an accident? Look at it this way. Last year, almost 30 million drivers were in traffic crashes—about one of every five drivers licensed. Remember, that's in just one year. Now consider this: At one time or another, about one of every two drivers gets in a traffic accident that hurts or kills someone. In other words, there's a 50-50 chance that you will have a *major* crash sometime during your driving career. Of course, there's no way of knowing when that crash may occur. But when it does, you'll want to have your belt on.

## Why Don't People Wear Safety Belts?

That's the most puzzling question about belt use. It's a puzzler because, while there is plenty of evidence to show why people *should* wear belts, no one has yet come up with a good reason *not* to wear them.

That's not to say that people don't try to come up with excuses. Here are some of the more common alibis--and some more facts.

***"Safety belts can trap you inside the car."***

This "reason" for not wearing belts is usually offered with an explanation that when the car goes off the road, it may well end up catching fire or sinking in water.

- Despite the popularity of such accidents on television, fiery crashes and sinking cars are extremely rare. They happen in less than one of every 200 accidents.
- If you *are* in an accident involving fire or water, you'll be much better off if you are belted in. The belt will reduce your chance of being knocked unconscious or otherwise disabled in the early stages of the accident. And it's a lot easier to unbuckle your belt and get out of the car when you are conscious and not maimed.

***"Safety belts can cause internal injuries."***

The problem with this argument is that it implies that properly used belts can cause internal injuries.

- Properly fastened and adjusted belts (for instance, lap belts worn across the hips rather than over the stomach) will not cause internal injuries.
- In a very bad crash, belts may cause bruises over the hip bone. But these minor injuries are far less severe than what would have happened if the belt had not been worn.
- Studies in Australia showed a sharp drop in spinal, chest, skull and facial injuries after a law was passed requiring safety belt use. Most people would prefer a bruised hip to a fractured skull.

***"Safety belts are uncomfortable and make it harder to drive."***

This excuse is pretty weak.

- Seat belts help you sit up straight. This makes driving *more comfortable* because your back won't tire and start to ache so quickly.
- Newer belt systems move with you, giving you all the mobility you could possibly need in driving.
- Belts make it easier to drive because they keep you behind the wheel—the place you must be when driving. That's one reason race car drivers *always* wear belts.

***"You don't need safety belts for short trips."***

This is a strange kind of anti-belt argument. It admits that belts are effective in increasing safety. Basically, it's arguing about *when* belts are needed, implying that accidents either don't happen on short trips or that, if they should happen, the speeds involved are so low that no one will be hurt.

- Three out of four fatal accidents occur on short trips (within 25 miles of home).
- More than half of all accidents in which someone is hurt occur at low speeds (fewer than 40 mph).
- A crash at speeds as low as 12 mph can kill. (That's about the speed you drive through a shopping center.)

***"People are better off being thrown clear of the car."***

This one sounds good, because getting "clear" of an accident seems to make sense. Unfortunately, the key word here isn't "clear." It's "thrown."

- Hitting the windshield (as you leave the car) or a tree, curb or pavement (as you land) may well kill you. Even if it doesn't, you have a good shot at being nailed by your own car or another while you lie dazed or unconscious on the road.
- Studies show that you are 25 times more likely to be killed or seriously injured when you are "thrown clear" than when you remain inside the car.
- Another study showed that four of every five people who were killed by being thrown out of the car (ejected) would have lived if they had remained inside.

***"If people want to run the risks of not wearing belts, that's their own business."***

This excuse is usually trotted out after one or two earlier stabs at justifying not using belts have been shown to be wrong. Aside from its assumption that people *know* the risks they run by riding beltless (most don't), there are other flaws in this "reason."

- We've already talked about how seat belts can help drivers prevent accidents. Each time a driver "minds his own business" by not wearing a belt, he ups the risk he takes. That's *your* business, too, if you're riding in the car with him or in another car he might hit.
- If an accident does occur, belts can keep people from crashing into each other. The unbelted rider or driver most decidely becomes *your* business if he flies into you.
- If a person is killed or hurt because of not wearing safety belts, family and friends are hurt economically, in terms of hospital bills, insurance and the like. They are hurt even more emotionally.
- Everyone, even total strangers, has a stake in cutting accident costs, because everyone shares the burden of higher medical insurance, welfare expenses, rehabilitation training and worker compensation costs that result from needless injuries and deaths. Traffic crashes in this country cost more than $35 billion each year. If more people wore safety belts, billions of dollars could be saved—for everyone.

***"People get insulted if you buckle up when they're driving. And they get nervous if you ask them to wear belts when you drive."***

These "reasons" don't crop up too often, but when they do appear, it's usually among people your age. It's not that older people don't care what other people think. It's just that they tend to be more interested in what people *do* than in what people *might* think.

- Buckling up shows respect for others because it's an action that can help protect them from you in a crash.
- Buckling up doesn't show a lack of confidence in someone's ability to drive safely. The situation is like that in football: linemen don't get insulted when their quarterback wears a helmet and pads because they know it doesn't reflect a lack of confidence in their ability. All it shows is a healthy respect for the odds. Quarterbacks know that, no matter how good their line is, they can get sacked on any given play. Just like you can be in a crash on any given trip.
- Next to no one gets "scared" by a request to buckle up. Studies show that nine of ten people do, however, buckle up when asked. They take the request as evidence of your concern for them, not as a threat.
- Asking others to buckle up is an act of enlightened self-interest. It helps protect you from them in the event of a crash. It also helps reduce the consequences you must face if there is a crash. In addition to the financial burdens, a crash in which passengers are killed or seriously injured because they weren't wearing belts can load you down with guilt, remorse—and social disapproval.

Even if someone doesn't "buy" the other arguments for urging friends to buckle up, this last point should answer remaining objections. Just consider this: If someone is so worried about "what others might think" that he can't bring himself to ask them to buckle up, how is he going to handle what others might think about him if he gets in a crash that scars or disables a friend for life?

## What About You?

Now you've gone over a few important questions about safety belts. That puts you one up on most people. You also have read some facts about belts. That puts you way ahead of most people. But there are still two things to do:

1. Ask yourself a question: "Do I have one good reason not to wear safety belts every time I get in a car?"
2. Think about it.

Photographs by R. Wojtkowski

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NAME A

## WHAT I KNOW ABOUT SAFETY BELTS

**Use the answer sheet. Mark the correct answer to each question.**

1. Most fatal accidents happen:
    - a. Close to home.
    - b. On long trips.
    - c. On expressways.
2. In an emergency maneuver at high speeds, safety belts will:
    - a. Make it difficult to steer.
    - b. Have no effect on driver control.
    - c. Help the driver control the car.
3. In a crash, occupants are most likely to move:
    - a. Away from the direction of impact.
    - b. Toward the direction of impact.
    - c. At right angles to the direction of impact.
4. Safety belt research shows that safety belts reduce:
    - a. The number of injuries but not the number of deaths.
    - b. The number of deaths but not the number of injuries.
    - c. The number of deaths and injuries.
5. In a near collision or emergency maneuver, injuries are most often caused by:
    - a. Occupants colliding with each other.
    - b. Safety belts bruising the body.
    - c. Loose objects in the vehicle hitting occupants.
6. Safety belts:
    - a. Protect a driver only if he crashes.
    - b. Can prevent crashes during evasive maneuvers.
    - c. Offer very little protection in a head-on collision.
7. Sometime during his lifetime:
    - a. One of every two drivers is likely to have an accident.
    - b. One of every ten drivers is likely to have an accident.
    - c. One of every one hundred drivers is likely to have an accident.
8. Which statement is most accurate about the value of belt?
    - a. In a crash, the driver has the least need to wear belts because he can hold onto the steering wheel.
    - b. Belted rear seat passengers make it safer for the front seat passengers.
    - c. Rear seat passengers need belts more than front seat passengers.

9. Safety belt use can reduce the number of severe and disabling injuries by about:

   a. 10%.
   b. 50%.
   c. 90%.

10. Which statement is most true about safety belts in head-on crashes?

    a. They prevent forward motion by occupants.
    b. They make occupants move sideways instead of forward.
    c. They slow forward motion by occupants.

11. Safety belts are designed to:

    a. Hold the occupant rigid in a crash.
    b. Absorb some of the crash injury.
    c. Move the occupant away from the direction of the crash.

12. Which statement is most true about occupant injury in typical crashes at speeds under 30 mph?

    a. Injury from using belts is greater than that caused by the crash.
    b. Injury from using belts is less than that caused by the crash.
    c. Injury to belted and unbelted occupants is about the same.

13. If the road ahead is suddenly blocked and the only escape is to take to the shoulder, a driver has:

    a. A better chance belted than unbelted to handle the situation.
    b. A better chance unbelted than belted to handle the situation.
    c. The same chance belted or unbelted.

14. In a crash, if an occupant is thrown from the vehicle, he is likely to:

    a. Be less severely injured.
    b. Be more severely injured.
    c. Experience the same injury as if he remained in the vehicle.

15. In crashes at speeds between 10-30 mph, it is most likely that unbelted occupants:

    a. Will be able to brace themselves and avoid injury.
    b. Will not be able to brace themselves or avoid injury.
    c. Will be uninjured regardless of whether they brace themselves or not.

16. Crashes in which occupants are trapped in the vehicle occur:

    a. Frequently.
    b. Occasionally.
    c. Rarely.

17. An occupant in a crash tends to jackknife forward and strike the car's interior. Lap belts would most likely:

    a. Lessen the impact from the jackknife.
    b. Prevent the jackknife motion.
    c. Reduce the amount of the jackknife.

18. A low-speed crash:

    a. Is never serious.
    b. Could kill you.
    c. Is a rare occurrence.

19. More than one-half of the accidents resulting in injuries occur at speeds:

    a. Above 50 mph.
    b. Between 40-50 mph.
    c. Below 40 mph.

20. In a head-on crash, occupant movement is:

    a. Forward.
    b. To the rear.
    c. Upward.

NAME________________________
B

## WHAT I KNOW ABOUT SAFETY BELTS

**Use the answer sheet. Mark the correct answer to each question.**

1. In crashes, safety belts help protect the occupant:
   a. At all speeds.
   b. Only at speeds below 30 mph.
   c. Only at speeds above 30 mph.

2. Crashes in which occupants are trapped in the vehicle occur:
   a. Frequently.
   b. Occasionally.
   c. Rarely.

3. In a rear-end collision, occupant movement is:
   a. Forward
   b. To the rear.
   c. Upward.

4. Sometime during his lifetime:
   a. One of every two drivers is likely to have an accident.
   b. One of every ten drivers is likely to have an accident.
   c. One of every one hundred drivers is likely to have an accident.

5. If a drivers use lap and shoulder belts, their chances of survival in a crash are:
   a. The same as without belts.
   b. One to two times greater than without belts.
   c. Three to four times greater than without belts.

6. In crashes at speeds below 30 mph, which statement is most true about unbelted passegers?
   a. They almost never have time to brace themselves.
   b. They almost always have time to brace themselves.
   c. They only have time to brace themselves if they are paying attention.

7. Which statement is most accurate about rear seat passengers who are not belted during a crash:
   a. They will be protected by the front seat.
   b. They will be thrown about in the vehicle.
   c. They will receive more serious injuries than front seat passengers.

8. In a crash, if a car catches fire or is submerged in water, safety belts are most likely to:

    a. Trap the occupants.
    b. Keep the occupants conscious.
    c. Slow down the escape by occupants.

9. In a crash, if someone is thrown from a car, his chances of death:

    a. Increase slightly.
    b. Increase greatly.
    c. Remain the same.

10. In a crash, an improperly adjusted safety belt provides:

    a. No protection.
    b. As much protection as a properly adjusted belt.
    c. Less protection then a properly adjusted belt.

11. More than one-half of the accidents resulting in injuries occur at speeds:

    a. Above 50 mph.
    b. Between 40-50 mph.
    c. Below 40 mph.

12. In a crash, most injuries to occupants are caused by:

    a. Hitting the interior of the vehicle.
    b. Being thrown from the vehicle.
    c. Buckles and webbings of the safety belt.

13. Proper safety belt use can reduce the number of fatalities by about:

    a. 10-20%.
    b. 30-40%.
    c. 60-70%.

14. In an average year the number of licensed drivers who have accidents is about:

    a. One out of five.
    b. One out of twelve.
    c. One out of twenty.

15. In crashes at speeds between 10-30 mph, it is most likely that unbelted occupants:

    a. Will be able to brace themselves and avoid injury.
    b. Will not be able to brace themselves or avoid injury.
    c. Will be uninjured regardless of whether they brace themselves or not.

16. Most injuries occur:

    a. In high-speed crashes.
    b. In night crashes.
    c. In crashes at speeds lower than 40 mph.

17. Safety belts are designed to:

    a. Hold the occupant rigid in a crash.
    b. Absorb some of the crash injury.
    c. Move the occupant away from the direction of the crash.

18. Injury can be prevented in a 30 mph crash by occupants bracing themselves. This statement is most accurate about:

    a. Most all occupants.
    b. Occupants between the ages of 16 and 45.
    c. Almost no occupants.

19. In an emergency maneuver at high speeds, safety belts will:

    a. Make it difficult to steer.
    b. Have no effect on driver control.
    c. Help the driver control the car.

20. Most fatal accidents happen:

    a. Close to home.
    b. On long trips.
    c. On expressways.

## ANSWERS

### KNOWLEDGE - SAFETY BELTS

| (A) | | (B) | |
|---|---|---|---|
| 1. | a | 1. | a |
| 2. | c | 2. | c |
| 3. | b | 3. | b |
| 4. | c | 4. | a |
| 5. | a | 5. | c |
| 6. | b | 6. | a |
| 7. | a | 7. | b |
| 8. | b | 8. | b |
| 9. | b | 9. | b |
| 10. | c | 10. | c |
| 11. | b | 11. | c |
| 12. | b | 12. | a |
| 13. | [illegible] | 13. | c |
| 14. | b | 14. | a |
| 15. | b | 15. | b |
| 16. | c | 16. | c |
| 17. | a | 17. | b |
| 18. | b | 18. | c |
| 19. | c | 19. | c |
| 20. | a | 20. | a |

# WHAT I BELIEVE ABOUT SAFETY BELTS

A

Use the answer sheet. Circle the answer that most accurately describes what you believe or do.

1. When adults don't wear safety belts, they are taking chances:
   - a. Almost always.
   - b. Frequently.
   - c. Sometimes.
   - d. Almost never.

2. Being in a crash is something I would think about:
   - a. Almost always.
   - b. Frequently.
   - c. Sometimes.
   - d. Almost never.

3. I wear safety belts:
   - a. Almost always.
   - b. Frequently.
   - c. Sometimes.
   - d. Almost never.

4. If a belt weren't properly adjusted, I would take time to adjust it:
   - a. Almost always.
   - b. Frequently.
   - c. Sometimes.
   - d. Almost never.

5. When riding with friends, I would make them wear safety belts:
   - a. Almost always.
   - b. Frequently.
   - c. Sometimes.
   - d. Almost never.

6. I wear safety belts on short trips:
   - a. Almost always.
   - b. Frequently.
   - c. Sometimes.
   - d. Almost never.

7. A car with defective safety belts is unsafe:
   - a. Almost always.
   - b. Frequently.
   - c. Sometimes.
   - d. Almost never.

8. When just going to the neighborhood store, I feel wearing belts is necessary:
   - a. Almost always.
   - b. Frequently.
   - c. Sometimes.
   - d. Almost never.

9. On long trips, I wear safety belts:
   - a. Almost always.
   - b. Frequently.
   - c. Sometimes.
   - d. Almost never.

10. When friends get in my car, I feel they should fasten their safety belts:
    - a. Almost always.
    - b. Frequently.
    - c. Sometimes.
    - d. Almost never.

11. If I'm not wearing a safety belt, I feel nervous:

a. Almost always.
b. Frequently.
c. Sometimes.
d. Almost never.

12. When I'm driving with friends, I wear safety belts:

a. Almost always.
b. Frequently.
c. Sometimes.
d. Almost never.

13. If a driver asked me to put on my safety belts, I would so do:

a. Almost always.
b. Frequently.
c. Sometimes.
d. Almost never.

14. Unless everyone put on a safety belt, I would refuse to drive:

a. Almost always.
b. Frequently.
c. Sometimes.
d. Almost never.

15. When the weather is bad, I wear safety belts:

a. Almost always.
b. Frequently.
c. Sometimes.
d. Almost never.

16. Wearing safety belts means a driver is too cautious:

a. Almost never.
b. Sometimes.
c. Frequently.
d. Almost always

17. If a friend asked everyone in the car to buckle up, I would do so:

a. Almost always.
b. Frequently.
c. Sometimes.
d. Almost never.

18. When my parents are in the car with me, I wear safety belts:

a. Almost always.
b. Frequently.
c. Sometimes.
d. Almost never.

19. I believe the use of safety belts can reduce injuries in a crash:

a. Almost always.
b. Frequently.
c. Sometimes.
d. Almost never.

20. If I got in a car and the belts were under the seat, I would dig them out:

a. Almost always.
b. Frequently.
c. Sometimes.
d. Almost never.

21. If I'm driving in city traffic, I wear safety belts:

a. Almost always.
b. Frequently.
c. Sometimes.
d. Almost never.

22. When I wear safety belts, I believe my passengers are likely to wear them:

a. Almost always.
b. Frequently.
c. Sometimes.
d. Almost never.

23. In a high-speed crash, safety belts make a difference:

a. Almost always.
b. Frequently.
c. Sometimes.
d. Almost never.

24. I wear safety belts in good weather:

a. Almost always
b. Frequently.
c. Sometimes.
d. Almost never.

25. Wearing safety belts makes good sense:

a. Almost always.
b. Frequently.
c. Sometimes.
d. Almost never.

26. If someone made fun of me for wearing safety belts, I would still wear them:

a. Almost always.
b. Frequently.
c. Sometimes.
d. Almost never.

27. If it's only a five-minute trip, I wear safety belts:

a. Almost always.
b. Frequently
c. Sometimes.
d. Almost never.

28. I would ask friends to buckle up:

a. Almost always.
b. Frequently.
c. Sometimes.
d. Almost never.

29. If I were in a crash while not wearing safety belts, I would be injured:

a. Almost always.
b. Frequently.
c. Sometimes.
d. Almost never.

30. When I'm driving on a highway, I wear safety belts:

a. Almost always.
b. Frequently.
c. Sometimes.
d. Almost never.

# WHAT I BELIEVE ABOUT SAFETY BELTS

B

Use the answer sheet. Circle the answer that most accurately describes what you believe or do.

1. If a driver is careful, safety belts should be worn:
   a. Almost always.
   b. Frequently.
   c. Sometimes.
   d. Almost never.

2. Passengers in the back seat should wear safety belts:
   a. Almost always.
   b. Frequently.
   c. Sometimes.
   d. Almost never.

3. I wear safety belts on short trips:
   a. Almost always.
   b. Frequently.
   c. Sometimes.
   d. Almost never.

4. If I were buying a used car, the condition of the belts would be major factor in my choice:
   a. Almost always.
   b. Frequently.
   c. Sometimes.
   d. Almost never.

5. I would ask friends to buckle up:
   a. Almost always.
   b. Frequency.
   c. Sometimes.
   d. Almost never.

6. I wear safety belts:
   a. Almost always.
   b. Frequency.
   c. Sometimes.
   d. Almost never.

7. If a friend were not wearing a safety belt and got hurt when I had to stop suddenly, I would feel responsible:
   a. Almost always.
   b. Frequently.
   c. Sometimes.
   d. Almost never.

8. Being in a crash is something I would think about:
   a. Almost always.
   b. Frequently.
   c. Sometimes.
   d. Almost never.

9. On long trips, I wear safety belts:
   a. Almost always.
   b. Frequently.
   c. Sometimes.
   d. Almost never.

10. If my date doesn't wear a safety belt, my date doesn't care about safety:
   a. Almost always.
   b. Frequently.
   c. Sometimes.
   d. Almost never.

11. I would make sure belts are available to passengers:

a. Almost always.
b. Frequently.
c. Sometimes.
d. Almost never.

12. When I'm driving with friends, I wear safety belts:

a. Almost always.
b. Frequently.
c. Sometimes.
d. Almost never.

13. If friends suggested I buckle up while driving, I would do so:

a. Almost always.
b. Frequently.
c. Sometimes.
d. Almost never.

14. When I wear safety belts, I have better control of my car:

a. Almost always.
b. Frequently.
c. Sometimes.
d. Almost never.

15. If it's only a five-minute trip, I wear safety belts:

a. Almost always.
b. Frequently.
c. Sometimes.
d. Almost never.

16. If friends don't wear safety belts when I drive, it means they're taking chances:

a. Almost always.
b. Frequently.
c. Sometimes.
d. Almost never.

17. In low-speed crashes, safety belts make a difference:

a. Almost always.
b. Frequently.
c. Sometimes.
d. Almost never.

18. I wear safety belts in good weather:

a. Almost always.
b. Frequently.
c. Sometimes.
d. Almost never.

19. Wearing safety belts on long trips is necessary:

a. Almost always.
b. Frequently.
c. Sometimes.
d. Almost never.

20. In a crash, I'd be better off wearing a belt:

a. Almost always.
b. Frequently.
c. Sometimes.
d. Almost never.

21. When the weather is bad, I wear safety belts:

a. Almost always.
b. Frequently.
c. Sometimes.
d. Almost never.

22. I believe wearing safety belts is a good precaution.

a. Almost always.
b. Frequently.
c. Sometimes.
d. Almost never.

23. Safety belts should be worn at speeds under 30 mph:

   a. Almost always.
   b. Frequently.
   c. Sometimes.
   d. Almost never.

24. When my parents are in the car with me, I wear safety belts:

   a. Almost always.
   b. Frequently.
   c. Sometimes.
   d. Almost never.

25. If all drivers on the road wore safety belts, I would feel safer:

   a. Almost always.
   b. Frequently.
   c. Sometimes.
   d. Almost never.

26. I believe good driving skills make safety belts unnecessary:

   a. Almost never.
   b. Sometimes.
   c. Frequently.
   d. Almost always.

27. When I'm driving on a highway, I wear safety belts:

   a. Almost always.
   b. Frequently.
   c. Sometimes.
   d. Almost never.

28. I believe the use of safety belts can reduce injuries in a crash:

   a. Almost always.
   b. Frequently.
   c. Sometimes.
   d. Almost never.

29. In an emergency, safety belts can help you control the car:

   a. Almost always.
   b. Frequently.
   c. Sometimes.
   d. Almost never.

30. If I'm driving in city traffic, I wear safety belts:

   a. Almost always.
   b. Frequently.
   c. Sometime.
   d. Almost never.

## SCORING KEY

## ATTITUDE - SAFETY BELTS

The following values are assigned to each answer on either form:

a = 3 points
b = 2 points
c = 1 point
d = 0 points

Higher total scores indicate more positive (desirable) attitudes regarding safety restraints.

# INSTRUCTOR'S GUIDE

# SPEEDING INSTRUCTIONAL MODULE

## INTRODUCTION

Speeding contributes to a majority of highway fatalities. It plays a major role in fatal accidents involving young drivers (38% of all fatal accidents involve young drivers). Operating at unsafe speeds below 55 mph--in urban and residential areas--is particularly characteristic of young drivers. And young drivers are ticketed for speeding more frequently than for any other violation.

This program is designed to provide students with factual information on the risks of speeding and of poor speed management.

## GOALS AND OBJECTIVES

**Goal:** To reduce the frequency of speeding violations among young drivers.

**Objectives:**

### Performance Objectives

- Adjusts speed to roadway, weather, visibility, and traffic conditions.
- Obeys speed laws.

### Knowledge Objectives

- Knows how speed affects stopping distance, traction, crash severity, ability to maneuver, and fuel economy.
- Knows how to determine the maximum safe speed.
- Knows the basis of and rationale for speed laws.
- Knows risks associated with failure to manage speed effectively and obey speed laws.

### Attitude Objectives

- Believes driving proficiency cannot compensate for speed that is excessive in prevailing conditions.
- Believes any speed may be too fast for conditions.

- Believes the risks associated with speeding far outweigh any perceived benefits.
- Believes influence of peers and others, either directly or by example, to use excessive speed should be ignored.
- Believes adhering to the National Maximum Speed Limit--55 mph--is beneficial not only to the nation but to oneself.

## PROGRAM CHARACTERISTICS

The program requires about three hours in a standard classroom. Instruction consists of teacher presentation, supported by a film and student discussion.

### Materials

In addition to this Guide, required materials include:

- A student manual--"Speeding...Why Not?"
- Two sets of tests

### Instructional Aid

- Film--"Why 55?"

## PREPROGRAM PREPARATION

- Preview film and transparencies
- Review activities set forth in this Guide

## INSTRUCTIONAL ACTIVITIES

### Activity #1 (30 minutes)

#### Tests

Administer the knowledge and opinion tests. Do not give students answers to test questions.

#### Reading Assignment

Assign the student manual for outside reading. Emphasize that a second test will be given on the contents of the manual.

### Activity #2 (1 hour)

#### Instructor Presentation

You will review basic facts on speeding--why people speed, the risks involved, and why proper speed management is essential to safe driving.

#### Film

Students will view the film, "Why 55?"

#### Questions and Answers

Students will discuss the film.

### Activity #3 (1 hour)

#### Discussion: Reasons for Speeding

You will lead a discussion of reasons for speeding. The goal is to show that there are no valid reasons for speeding.

### Activity #4 (30 minutes)

#### Tests

Administer knowledge and opinion tests. Do not give students answers to test questions.

**Activities #1 and #4**--see test file for instructions.

### Activity #2--Instructor Presentation and Film

During this activity you will review some basic facts about speeding, and students will view a film. The major ideas and key points that should be presented are outlined below. Your presentation should take 15 to 20 minutes. (NOTE: The presentation parallels the contents of the student manual. If students have read the manual, the first few topics can be covered quickly using questions and answers. Topics that are particularly important and which require particular emphasis are marked by an asterisk.)

## INTRODUCTION

- Almost everyone goes over the speed limit once in a while.
- The police write more tickets for speeding than for any other traffic violation.
- Young drivers 16 to 20 are cited more often for speeding than for all other traffic violations combined.
- Some people think speed limits are pretty low and that they are set low to help "other drivers" who can't handle a car very well.
- Actually, speed limits represent a safe speed that has been chosen after careful study.

## HOW SPEED LIMITS ARE SET

- Traffic engineers study the road.
- They consider a lot of things: road configuration, activity and traffic on the road, how well drivers can see ahead and to the sides, whether people park on the road, pedestrian traffic.
- They also consider the number and kinds of accidents that have happened on the road.

## SOMETIMES THE SPEED LIMIT IS WRONG

- Sometimes the speed limit posted is wrong--not too low but too high.
- The speed limit indicates the maximum safe speed under normal conditions.
- When conditions are less than ideal--bad weather, heavy traffic, poor visibility--the maximum safe speed is lower than the posted limit.

## WHAT DETERMINES A SAFE SPEED

- The most important thing in determining how fast you can safely drive is how fast you can stop.
- While speed is one factor in stopping distance, there are some other factors.
- The condition of the car--especially the brakes and tires--and pavement conditions affect stopping distance.

- How alert you are is important.
- But speed is the most important factor.

## *RELATIONSHIP BETWEEN SPEED AND STOPPING DISTANCE

- The chart shows some average stopping distances at various speeds.
- For example, it takes about 50 feet to stop at 20 mph, but it takes three times that distance to stop at 40 mph.
- People who attempt to explain away their accidents by saying they couldn't stop in time were often going faster than they should have been.
- Had they been using a safe speed, they could have stopped in time.

## *PICKING A SAFE SPEED

- The posted limit tells you how fast you can drive under normal, ideal conditions.
- It's up to the driver to decide when a lower speed is required.
- Consider pavement conditions. If the road is wet, icy, or snowy, traction is cut way back and speed must be reduced.
- The shape of the road is also a consideration. For example, if you take a curve too fast, momentum will take the car right off the road.
- Visibility is also important. Darkness, sun glare, bad weather, trees and buildings, hills and curves, and parked cars can all make it hard to see.
- The distance you can see ahead must be no less than distance you'll need to stop. The harder it is to see ahead, the slower you should be going.
- You also have to consider the other traffic around you. You need space to stop. If you end up tailgating, a rear-end collision could be next.
- Going faster than other traffic wastes gas--and money. You have to constantly speed up and slow down--burning up gas for no good reason.
- Summary: Stay within posted limits, adjust speed to weather and visibility; adjust speed to other traffic.

## *RISKS OF SPEEDING

- Even though most people speed once in a while, everyone knows that speeding is illegal.
- The police can't catch every speeder, but they catch quite a few.
- Speeding and poor speed management can get you a ticket for exceeding the speed limit, driving too fast for conditions, or following too closely.
- Is a ticket a big deal? Well, the fine is one thing. But what about time wasted when you get pulled over, time lost if you have to go to court?
- Most parents aren't too thrilled when their kids get tickets.
- And tickets can do some real damage to insurance rates.
- Finally, a few tickets can result in licensing action--restriction, suspension, even revocation.
- Speeders risk tickets--and a lot more. They risk having an accident.

## *SPEED AND ACCIDENTS

- Excess speed is a factor in more than two-thirds of all accidents.
- Driving too fast for conditions is the major cause of crashes.
- The faster you drive, the higher the risks.
- As your speed increases from 55 mph to 65 mph, your risk of being killed in a crash doubles.
- If you're in a crash at 75 mph, you are three times more likely to be killed than if you had been going 55 mph.
- And it's not just the higher speeds that cause the problems. Crashes at lower speeds--30 or 40 mph--can cause serious injuries or death and mean expensive car repairs.
- Choosing a good safe speed will help you avoid accidents.

## WHAT ABOUT 55 MPH?

- Some people think the national maximum speed limit, 55 mph, is for the birds. They remember the good old days when they could barrel down the highways and thruways at 65 or 70 mph. 55 mph is an inconvenience to them.
- Does 55 mph have any benefits? The answer is yes.
- 55 mph was introduced as a fuel-saving measure but it ended up doing more than saving fuel.
- In the first three years after the national speed limit went into effect, annual traffic deaths in the country averaged 9,000 fewer than in the three years earlier.
- Serious injuries in crashes also dropped dramatically.

## INTRODUCTION TO FILM

- The short film you're about to see presents some facts about the 55 mph speed limit and about speeding.
- It makes some very good points about accident risk, accident severity, and fuel savings.
- The film is called "Why 55?" and is narrated by James McArthur, who played Danny on "Hawaii 5-0."
- In the film, drivers give various opinions of the 55 mph speed limit, and an Indy 500 winner, Rick Mears, also voices his opinion.

(SHOW FILM)

## QUESTIONS AND ANSWERS--FILM

Have the class briefly discuss the film. The following questions may be used to start the discussion.

1. What are some of the key points made in the film?
2. Can you recall the odds of surviving a crash at 55 mph and 70 mph? (55 mph = 33 to 1; 70 mph = 50/50)
3. Why does increased speed mean a higher risk? (less opportunity to respond to an emergency)
4. A lot of people gave opinions in the film. Did you agree with any of them?

5. Can you recall what was said about the numbers of persons who have died in automobile accidents compared with the number killed in wars? (More have been killed in car accidents than in all wars combined. More are killed each year than were killed in the entire Viet Nam war.)

6. The 55 law has saved fuel. Is this important to the U.S.? Is it important to you? Do lower speeds provide worthwhile savings?

**Activity #3--Discussion**

Have students discuss reasons for speeding. Counter their arguments or have others do so. Examples of common reasons and counterarguments are provided below for reference or use in starting the discussion. The discussion goal is to show that there are no valid reasons for speeding.

**REASONS FOR SPEEDING**

- Some people probably speed because they like taking chances.
- Most people speed because they don't fully realize the dangers of speeding.
- Speeders offer a lot of reasons for speeding.

**Some say they were in a hurry.**

- But speeding doesn't save much time really.
- People that exceed the speed limit end up having to slow up for other cars, speed up to pass, slow down again. The constant changes in speed mean very little time is saved and also waste gas.

**Some people say they were just driving the same speed as everyone else.**

- This is a poor excuse because it just isn't true.
- Studies show that most people don't speed--even on highways, the average speed is just a little over 55 mph.
- You can't use that excuse with the police, because they know that you--and only you--are responsible for how fast you drive.

**Some people say it's okay for them to speed because they feel they are good drivers and have quick reflexes.**

- Unfortunately, stopping distance has little to do with skill--and quick reflexes won't shorten stopping distance.

**Some people say they were just blowing off steam.**

- Speeding doesn't help people blow off steam. It just increases stress--you have to deal with more things and worry about more things more quickly than usual.

**A few say their passengers urged them to speed.**

- The driver alone is responsible for the speed of his car. Regardless of what a passenger may wish or urge, the driver has the say about what speed he's going to drive.
- Only the driver of a car gets the ticket, not the passengers.
- Most people are impressed by safe driving--they get nervous when they're riding with someone who speeds recklessly and takes a lot of chances with their lives.

## IS THERE ANY GOOD REASON FOR SPEEDING?

- When all the risks of speeding are considered, along with the benefits of obeying speed limits and choosing the right speed for conditions, there just isn't any good reason for speeding.

# SPEEDING...WHY NOT?

Let's face it: Speeding is popular. Almost everyone goes over the speed limit once in a while. You know it, and the police know it. After all, they write more tickets for speeding than for any other traffic violation. And, when it comes to younger drivers, those aged 16-20, the police not only know it, they can feel it--in writer's cramp from scribbling out the tickets. That's overstatement, of course. But the fact is that younger drivers are cited more often for speeding than for all other traffic violations combined.

If almost everybody speeds, there must be a good reason for it, right?

Well, let's see about that.

A lot of drivers think they don't have to pay much attention to speed limits because they seem so low. They think that maybe speed limits are set for "other drivers," people who don't handle a car as well as they do.

Some drivers are more selective about going over the speed limit. They ignore the signs only on roads they are familiar with. "After all," these drivers say, "someone who hasn't driven here before may not know what to expect, but I know this road like the back of my hand."

Do you ever find yourself thinking like that? If so, maybe you ought to think about something else--like how speed limits are set in the first place.

## OKAY, HOW DO THEY SET LIMITS?

In one word: scientifically. Before posting a speed limit, traffic engineers study the road--long and hard. They look for a lot of things:

- whether there are dangerous curves and intersections
- what goes on along the side of the road
- how well drivers can see what's ahead and to the sides
- how much traffic is usually on the road
- how people park along the road
- how pedestrians use the area
- the number and kinds of accidents that have happened there.

The engineers study these and a lot of other factors to get the "big picture" of what it's like to drive that road. They have a lot more information about it than you do--even if you drive that road every day. Then they put everything they've learned into one little sign.

Don't let your familiarity with the road make you overconfident. Just because you haven't had trouble before doesn't mean you won't in the future. The engineers know what kind of trouble you can expect on that road, and the speed limit they set tells you how fast you can go without turning that trouble into an emergency. And remember, engineers have no vested interest in setting limits artificially low. Their job is to help traffic move as fast as is reasonable. The trick is determining what speed is reasonable; the answer is right there on that sign.

## AREN'T LIMITS EVER WRONG?

Sure there are times when you should trust your judgment about speed--whenever you think the posted limit is too fast. Remember, that's not a "speed" sign; it's a speed limit sign. It says you can't go faster than the speed shown and still be safe under normal conditions. If you're driving in abnormal conditions, like rain or fog, the posted limit is unsafe. You'll have to trust your judgment about how much slower you'll have to go in order to be safe--and to avoid being ticketed for "driving too fast for conditions."

## HOW FAST IS SAFE?

The most important thing in determining how fast you can safely drive is how fast you can stop.

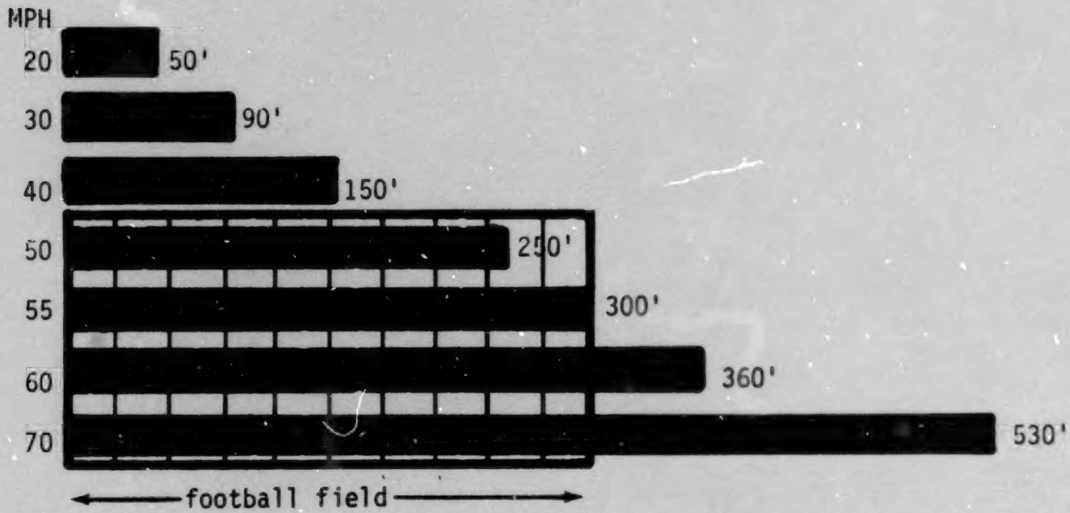
A lot of factors decide how quickly you can stop your car. Worn, wet or hot brakes; bald or low tires; extra weight (when carrying heavy loads or towing trailers, for instance); wet pavement; how alert you are--all these things and more make a difference in how quickly you can stop. But speed is far and away the most important factor in determining how long--in time and distance--it will take you to stop.

"But," you say, "my car can stop on a dime, and my reflexes are sharp as a tack. It just doesn't take me as long as most people to stop." Think so? Well, maybe your reflexes are better than most people's, but reflexes play only a very small role in stopping.

You see, there's one law pertaining to speed that neither you nor any one else can break. It's not a traffic law. It's a law of physics, and that law reads: "The faster you go, the longer it's going to take to stop." This law has nothing to do with reflexes. Maybe you can spot the need to stop sooner than most people, and that's great. But it's still going to take you some time (about 3/4 of a second) to make the physical move (reaction) of taking your foot from the accelerator and putting it on the brake after your reflexes tell you to stop. And, it's going to take even longer for the brakes and tires to do their job and bring the car to a halt. These two elements of stopping--reaction time and braking distance--determine the stopping distance of all drivers.

## HOW FAR IS THE STOPPING DISTANCE?

Like we said before, that's determined by your speed. A lot of people think that if you drive twice as fast, it takes twice the distance to stop. Unfortunately, it doesn't work that way. The chart shows the average stopping distance of cars on a dry, level road. You'll notice that you can stop in 50 feet at 20 mph, but it takes 150 feet--three times the distance-- to stop at twice the speed. When you're driving three times as fast--60 mph--it takes more than seven times the distance before you can bring the car to a halt.



See how much longer the stopping distance lines are at the bottom of the chart, where speeds are higher? Those lines help explain why more than two-thirds of all accidents involve speeders. Speeders say they didn't have time to stop. What they mean is, they didn't have enough distance to stop. The 55 mph marker shows that it will take 300 feet to stop at that speed. In other words, if you drove into a football stadium at 55 mph and decided to hit the brakes when you got to the goal line, you'd travel the entire length of the field--all the way to the other goal line--before stopping. If you had been going just five miles per hour faster, you would go an extra 60 feet, into the grandstand. And if you had been going 15 mph faster (70 mph) you wouldn't be able to stop until you were way up in the cheap seats or out of the stadium altogether.

## WHERE DOES INDIVIDUAL JUDGMENT COME INTO THE PICTURE?

When you know about the "law" that governs stopping distance, you can then use good judgment about how fast to drive. Remember, your judgment is important because the posted limit may be too high. You'll have to judge what the right speed is when you're driving in less-than-ideal conditions. Key things to take into consideration in choosing the right speed are:

- pavement conditions
- shape of the road
- visibility and weather conditions
- other traffic around you.

## Pavement Conditions

The bottom line when it comes to keeping your car under control is traction--the grip of your tires on the road. After all, the only contact you have with the road is those four rubber circles. To get an idea of how fragile that important connection may be, look at your hand. Now turn it over and spread the fingers slightly. What you see is about the size of the area each tire has in touch with the road. Your safety depends on keeping that small area in touch with the road.

### Wet Roads

Wet roads cut your traction way back. In fact, they can double your stopping distance. At lower speeds, the tread in the tires can wipe away the water on the road and keep "in touch." But at higher speeds or when the rain is heavy, the tires meet more water than they can deal with. They can't wipe it away fast enough and they start to lose traction. Sometimes, this gets to the point where the tires are hopelessly overmatched--they end up riding on a film of water, not touching the road at all. That's called hydroplaning--it's just as though your car is waterskiing, and at that stage, your control over the car is absolutely zilch.

Since you can't control how fast the rain comes down, the only thing you can do is control your speed. A good rule of thumb: Drive at least 5 to 10 mph slower on wet pavement than you would on dry pavement. That will give your tires a fighting chance to keep their hold on the road.

While you should always cut your speed below normal when the roads are wet, it's good to keep in mind that pavement is extra slick just after the rain has begun to fall, especially when it's hot out and there hasn't been any rain for a while. The reason you need to be extra cautious about your speed at these times is that, during the first 10 or 15 minutes of a shower, your tires have to contend with more than just plain water. At the start of a storm, rain mixes with oil that has seeped from the pavement and dropped from cars. Add in dirt, dust and rubber traces from earlier drivers, and you're talking about one very slick goo. Until more rain can wash this stuff away, you'll need to be extra careful--especially at intersections where cars and trucks have been stopped and had more time to leave a little more gunk on the road.

## Icy, Snowy Roads

Everyone knows what snow and ice can do to traction. And most everyone knows the kinds of places to watch for unexpected patches of ice and snow--in shaded areas, on overpasses and bridges. These spots are the first to freeze and the last to thaw--making them extra treacherous when the rest of the road is clear.

What most people don't know about driving on ice and snow is when it is most dangerous. A lot of folks think it must get more slippery the colder it gets. Wrong! The worst time to be driving on snow or ice is when the temperature is right around freezing. When the thermometer hovers near 32°, snow and ice start to melt and are covered with a layer of water. The combination of water and ice is much slicker than dry ice.

While you'll want to be extra cautious in trouble areas and when the temperature is right around freezing, good guidelines for handling speed on icy or snowy roads are: Reduce your speed by half on packed snow; slow to a crawl on ice. This will give you the room you'll need if you have to stop.

## Shape of the Road

Besides adjusting speed for the way weather affects the road surface, you also have to pick a speed that's safe for the shape of the road. Remember, when you head into a curve, the car still wants to go straight ahead--that's where its momentum is taking it. The faster you're going, the greater the car's tendency to keep going straight. Again, there is only a small area of rubber to hold you on the road, and in a curve the tires are fighting each other--the front tires are trying to convince the back two to make that curve. If you head into the curve too fast, the back tires are going to win the battle--there's simply too much momentum for the good guys up front to win.

What you want to do, then, is to make sure you lower your speed before you enter the curve. If you wait until you're in the curve to brake, you just increase the chances of going into a skid (or making one worse). Why? Because of traction. Your traction is already under stress as you force your car into a turn. Braking only increases the stress.

Hitting a curve at a reasonable speed is a little harder to do if the curve crops up while you're traveling downhill. Here, gravity pitches in with some extra straight-ahead momentum that your front wheels can do without. Give them some help by braking sooner and going into the curve more slowly than you would on level ground.

## Visibility

Just as stopping distance has little to do with a person's reflexes, so it has little to do with how keen your eyesight is. No matter how good your eyes are, sometimes they can't see--around a curve, over a hill, or through a building, for instance. All this mounts up to another important factor in helping you judge how fast is safe--visibility. One simple rule tells it all: At any speed, the distance you can see ahead must be no less than the distance you'll need to stop. In other words, the harder it is for you to see the road ahead, the slower you should be going. If your vision is blocked or limited in any way, you'll have to cut your speed to deal with the problem.

What kinds of things make it tough for drivers to see?

Darkness--Never drive so fast that you can't stop within the space you can see ahead with your lights. Most headlights let you see clearly only about 250 feet ahead--the distance it takes to stop a car traveling 50 mph. This means that if there is no light available other than that thrown out by your lights, you can't drive faster than 50 mph and still be safe.

Sun Glare--When you're driving straight into a low sun, it's really hard to see what's happening of you. Cut your speed so that you'll have time to react to any troubles that may be hidden in the glare.

Rain, Fog, Snow--It takes about 90 feet to stop your car when you are going 30 mph. In very heavy rain, snow or fog, you may not be able to see any further than that. If you can't, you also can't drive safely at any higher speed.

Trees, Bushes, Buildings--These obstacles can hide what's ahead around curves and at intersections, where cars can zip out without warning.

Hills and Curves--Aside from the problems they pose for traction, hills and curves have another trick up their sleeve: You can't see what's happening on the other side. Suppose a car is stalled on the road just over the hill, or maybe some nut coming your way is trying to pass in your lane of a curve. You have to adjust your speed as you come to the hill or curve so you will have time to stop or get out of the way.

Parked Cars--Cars parked along the side of the road can keep you from seeing what's in them (like someone who is going to open his door right in front of you) and what's behind them (like a kid about to dash across the street without looking for you). Besides giving parked cars plenty of room, you need to slow down enough that you can stop quickly.

## Other Traffic Around You

Another thing that should influence your decision on how fast to drive is the other vehicles on the road: how close they are and how fast they are going.

How close other vehicles are is important because of stopping distance. If you're following too closely, you won't be able to stop in time if the driver ahead has to slam on the brakes suddenly. By adjusting your speed to keep at least a two-second following distance, you'll never have to make a split-second judgment about how to react to a sudden problem ahead. The danger of making split-second decisions is that they are apt to be wrong. A driver's first reaction to a problem, for instance, is usually to hit the brakes. But panic braking can lock the wheels, leaving the driver without any control over the car. A two-second gap gives you time to decide whether or not braking is the best move to make and distance enough to make your best move--without panic.

The second factor that should be considered is how fast the other guys are going. The safest and most basic rule for sharing the road with other drivers is: Go with the flow; blend with other traffic around you. This means not traveling much slower or much faster than others.

Some drivers are too antsy to go with the flow--traffic is always moving too slowly to suit their tastes. So, they start zigzagging in and out of traffic, passing everyone who gets in their way. In doing this, drivers risk having an accident every time they pass another car. True, it may not be a big chance, but when they pass one car after another, the chances start to add up.

Blending in can save you a lot of gas and money, too. Going faster than other traffic usually means having to slow down for slower vehicles, then speeding up to dodge around them and pass. This causes a lot of wear and tear on your car and wastes gas in a big way. Going with the flow and following at an adequate distance lets you smooth out your driving. It helps you spot slow-moving vehicles or traffic tie-ups well ahead and leaves you time to adjust to it smoothly--by changing lanes or slowing gradually. At the very least, you won't have to slam on your brakes and risk a skid. More likely, it will let you make a smooth lane change without having to cut your speed. Keeping a steady speed offers a big bonus. Constantly changing speeds by as little as 5 mph can rob you of a mile per gallon. The constant slowing and accelerating that are part and parcel of zigzagging will have you going back to the gas pump a lot sooner than you would if you blend in and drive steady.

Another problem with constant passing is that it increases your visibility--not for seeing, but for being seen...by police. The best way to blend with traffic--and avoid tickets--is to pick the lane where traffic is moving at a speed that makes you most comfortable and keeps you legal. On expressways, for instance, use the left lane for passing, the center lanes for cruising, and the right lane for entering or leaving the road. By driving in the lane where traffic is moving at a comfortable, legal speed, you cut your chances of letting fast-moving cars "seduce" you into driving over the limit.

## SPEED AND RISKS

So far we've covered three basic principles for managing speed:

- stay within the posted limits
- adjust speed to weather and visibility
- adjust speed to other traffic.

If you take these principles to heart, you can save yourself stress, gas, and wear and tear on your car. You also can eliminate a very important risk--that of being ticketed for any of the "big three" speed-related violations:

- driving over the limit
- driving too fast for conditions
- following too closely.

### What's the Big Deal About Getting a Ticket?

Well, for starters, consider the consequences: the time lost while you're pulled off the road, the extra time lost if a court appearance is called for, the embarrassment of being "caught" (especially if friends are riding with you). And what about the reaction at the home front? Not too many parents are thrilled to learn their kids are burning up the road, and it can be tough getting anywhere if you're grounded.

In addition to these drawbacks, speed-related tickets carry other penalties that are more easily measured--in cash. The ticket itself could run you $30 or more. But that's a mere pittance compared to what happens with insurance. Just one ticket can boost your insurance rate by as much as 40 percent of base rate. And, you know, one "funny" thing about tickets is that they seem to come in bunches. Statistics show that drivers with one ticket are twice as likely to get another as drivers with clean records. What isn't so funny about that is that a second ticket at your age can bump your insurance payments up to $1,000 a year. And you'll be stuck with that bill for as long as the tickets are carried on your record--in most states that's a period of three years.

And, of course, there's always licensing action. Most states don't wait as long as they do for older drivers when they see just a few tickets on a teenager's record. They can move quickly to restrict, suspend, or even revoke your license.

## SO THE MAIN TROUBLE WITH SPEEDING IS GETTING A TICKET?

Not quite. Getting caught is one risk of speeding. But the bigger risk is that of having an accident. The accident risk of speeding is, after all, the reason for speed laws in the first place. Going over the limit, going too fast for conditions, and following too closely were made illegal for one simple, compelling reason--because they're flat out dangerous.

We've already mentioned that excess speed is a factor in more than two-thirds of all accidents. But did you know that "driving too fast for conditions" is the major cause of crashes? And if you think most rear-end collisions are caused by drivers who doze off or don't look where they're going, think again. It's failure to maintain an adequate following distance that most often causes rear-end collisions.

## Why Does Speed Figure in so Many Crashes?

You can figure that out from what we've already said about how it takes time to make the right choice in reacting to a problem. And don't forget how frequent passing and sudden braking and accelerating in traffic increases the opportunities for accidents to happen. What you may not know is just how much speeding increases your chances of being killed if you have an accident. Studies show, for instance, that as your speed increases from 55 mph to 65 mph, your risk of being killed in a crash doubles. If you're in a crash at 75 mph, you are three times more likely to be killed than if you had been going 55 mph. These numbers bear out an important fact of driving: The higher the speed, the greater the impact in a crash. And the greater the impact, the greater the chance of death or serious injury. This means that the slower you go, the less severe the consequences of a crash. Your odds of surviving are better, and, if you are hurt, your injuries are apt to be much less serious.

Of course, a crash doesn't have to come at high speeds to be bad news. Let's say you're driving a little too fast for conditions and a car comes across a blind intersection in front of you. You don't have time to see if it's safe to change lanes to avoid the crash, so you hit the brakes and come almost to a stop before you hit the other car. Luckily, no one is hurt; it's only a "fender bender." Pardon? Did you say "only" a fender bender? Maybe you haven't priced fenders lately. Even a "minor" rear-end collision can cost hundreds of dollars nowadays.

And what about injuries? In "minor" accidents, drivers often escape unhurt. Their passengers, however, often suffer "minor" injuries. Unfortunately, by definition, "minor" injuries include more than bumps and bruises. Start thinking about things like sprains, fractures, broken bones, and worse. Now think about how likely your friend is to think of his broken nose as a minor inconvenience.

## MAYBE MOST LIMITS ARE GOOD, BUT 55 MPH?

The 55 mph speed limit and its effects make a great case for the cash and safety benefits of lower speeds. The National Maximum Speed Limit was imposed, you will recall, as a fuel conservation measure--a response to the 1973 Arab oil embargo.

Granted, the 55 mph standard is not ideal when viewed purely in terms of energy conservation. Most vehicles get top mileage at steady speeds between 35 and 45 mph; 55 mph was chosen as the best compromise for fuel economy and travel time. Still, the fuel savings attributable to the 55 law have been staggering. Even the most conservative estimates put the savings at well over one billion gallons of gas each year.

The explanation for these savings is simple. Cars get better mileage at 55 than at higher speeds--a lot better mileage. As an example, cars will guzzle anywhere from 17 to 40 percent more gas at 70 mph than at 55 mph. And the national savings will be even more impressive as people continue to switch to smaller cars.

Another explanation for the fuel savings relates back to what we said about adjusting speed to other traffic. With more cars going a steady 55 mph, fewer people get into the wasteful accelerate-brake-accelerate kind of driving more typical of pre-55 days when a lot of drivers were highballing along at 75 or 80 mph and others, uncomfortable with high speeds, drove 20 mph slower.

But while the national speed limit was "sold" initially on its fuel-saving merits, it produced an even more important benefit in the field of safety.

## WHAT ARE THE SAFETY RESULTS OF 55 MPH?

In the first three years after the national limit went into effect (1974-1976), annual traffic deaths in the country averaged 9,000 fewer than in the three years earlier. At least half of this decrease--4,500 lives a year--was due to the speed limit. If, for some reason, that number doesn't impress you too much, consider that it means one life saved every 2 hours. Life insurance companies don't need any more convincing when it comes to 55 mph--they know it works. Since the speed limit was lowered, their tables show the life expectancy of Americans has gone up.

Perhaps as important as its life-saving qualities is the 55 mph speed limit's effect on the extent of injuries suffered in crashes. Even with 55 mph, auto accidents are the leading cause of crippling injury in this country. But 55 mph has made a big difference.

Before the speed limit went into effect, cars on our highways were traveling at an average speed of a little more than 60 mph. Today the average highway speed has dropped seven percent, to just under 56 mph. At the same time, spinal cord injuries suffered in auto accidents have plunged 60-70 percent, a drop of about two-thirds. Another common result of car crashes is head injuries. Since the advent of 55 mph, however, head injuries have been reduced by about 90,000 per year.

## SO WHY DO PEOPLE STILL SPEED?

That's a good question. A lot of people speed because they don't know the dangers that go with speeding. And a lot of people speed out of a false sense of security--they think speeding accidents, even tickets, are things that happen only to "the other guy," never to them. Well, by this time you know all about the dangers. And you're too smart to fall for the "other guy" trap. But speeders have been known to come up with some other "reasons" for speeding. They're worth looking at.

### Reason #1: "I had to get there in a hurry."

The trouble with this "reason" is that it assumes speeding will get you where you want to go faster. Nine times out of ten, it won't. In city traffic, the traffic lights and the other cars force speeders into a slow down/speed up pattern that destroys any chance of trimming more than a few seconds off their travel time. In the meantime, these drivers are succeeding in:

- eating up gas
- punishing their cars
- increasing the odds of being picked up for running a light or driving recklessly
- increasing the odds of causing an accident
- generally annoying other drivers, making them want to do something equally foolish to get back at the speeder.

The case for speeding on the highways isn't strong either. Most trips, even on highways, are too short for speed to make a big difference in total travel time. Even on longer trips, the time saved is almost nil. Driving at 65 mph rather than 55 mph, for instance, will save only nine minutes out of an hour's driving--and that's assuming that you can keep a steady 65 mph, which isn't likely. The actual time saved ends up being only about five minutes. Is that small amount of time really worth running the risks noted above? Is it worth the kind of time that is lost by speeding--the reaction time that is so critical to handling emergencies safely?

### Reason #2: "I was just driving the same speed as everyone else."

This excuse won't get you anywhere with the police for the simple reason that they know you are the only person responsible for how fast you drive. It's a very simple matter to drive in another lane, where traffic is slower. After all, going with the flow doesn't mean finding the fastest moving cars and tagging along no matter how high their speed.

States keep careful records of how fast traffic is moving on the highways. According to the most recent figures, barely half (52 percent) of the people on the roads are going over 55 mph. And those that are are speeding so slightly that they hope no one will notice. The average speed of all drivers on the highways is now only 55.9 mph. Still think people can truly say, "No one obeys the limit?" It's nothing more than a convenient excuse that sounds nice, but just doesn't jibe with the facts.

**Reason #3: "I just need to blow off some steam and relax."**

Again, this "reason" just won't wash. Driving involves making responsible decisions--a lot of them. And it's hard to do that when you're angry or upset. That's when people do foolish things, either because they're in a mood to take risks they wouldn't ordinarily even consider taking or because they're so preoccupied with their private thoughts they don't pay attention to what they're doing and what others on or near the road are doing.

Besides, speeding doesn't help people relax. In fact, it only gets them more wound up. In this area, speed can be as deceiving as alcohol. Alcohol leaves you with the feeling of being elated and "on top of things," whereas it is really a depressant. Similarly, speeding makes some people "feel" relaxed, but it really is doing nothing but adding more stress--the stress of having to do more things and worry about more things more quickly than usual.

People who really want to blow off steam are much better off doing something more physically demanding than driving. Go for a long walk. Do push-ups. Do just about anything but drive. Driving is an almost completely mental exercise. When someone's mind is upset, behind the wheel is the last place he should be.

**Reason #4: "It wasn't me. My friends kept egging me on to go faster."**

Not so strangely, the last excuse is one that's hardly ever voiced by older drivers. It's also one of the hardest reasons to counter, mainly because it's so unreasonable to begin with. And while national surveys of high school students have shown repeatedly that the vast majority of teenagers are more at ease when driven at lower speeds (and more impressed by careful, rather than high-speed, driving) these findings are of no comfort to those whose friends are, indeed, among the "vocal minority" on the speed issue.

Does this mean that Reason #4 is unanswerable, then? No, not by a long shot. In fact, there are two major flaws in this type of reasoning.

The first flaw is an assumption: That drivers are somehow relieved of their responsibilities as a driver if they are outvoted by their passengers. Unfortunately, the results of speeding aren't bound by such democratic considerations. Only one person is given a ticket--the driver. Only one person has to pay the ticket and meet the other financial responsibilities imposed (like insurance premiums). It may not seem fair, but while everyone is free to voice an opinion about how to drive, it's the driver--and the driver alone--who shoulders the responsibility for what kind of driving is done.

The second flaw in Reason #4 is that it flies in the face of all the valid arguments against speeding. It implies that the economic, fuel, and safety benefits of driving at a safe, legal speed somehow don't hold true if passengers want to disregard them. Well, everyone knows that doesn't happen. High speeds hold high risks, no matter what the reason for speeding. The only effect of giving in to others when a driver knows better is to make the driver feel weak and foolish. And if the worst should happen--if there's a crash and someone gets scarred or crippled--it's the driver who is viewed as the one who could have prevented it all.

## THE REAL QUESTION

When you add up everything you know about speed--the problems associated with it and the simple, sensible ways to manage your driving so that those problems don't arise--there's really only one question left to ask:

**SPEEDING...WHY?**

## WHAT I KNOW ABOUT SPEEDING

A

**Use the answer sheet. Mark the correct answer to each question.**

1. A major factor engineers consider in setting speed limits on curves is:
    a. Distance drivers can see ahead.
    b. Traffic volume.
    c. How pedestrians use the area.

2. Speed limit signs show the safest maximum speed under:
    a. All conditions.
    b. Normal conditions.
    c. Poor conditions.

3. The main reason for driving slower at night is:
    a. More accidents happen at night.
    b. You can't see as far ahead.
    c. Night driving causes a lot of stress.

4. The most important safety consideration in selecting a speed to drive is:
    a. The posted speed limit.
    b. The distance ahead for stopping.
    c. The speed other traffic is going.

5. If driven at 55 rather than 65, most cars will get:
    a. Two percent better gas mileage.
    b. Ten percent better gas mileage.
    c. Twenty percent better gas mileage.

6. For normal driving conditions, the factor which most influences stopping distance is:
    a. Vehicle speed.
    b. Driver reflexes.
    c. Type of tires.

7. At 20 mph on a dry road it takes about 50 feet to stop. How many feet will it take on a wet road?

    a. About the same, 50 feet.
    b. About one-half more distance, 75 feet.
    c. About double the distance, 100 feet.

8. On multiple-lane roads, the safest practice is to:

    a. Drive the speed limit.
    b. Change lanes to keep a constant speed.
    c. Drive in a lane with traffic going about the same speed.

9. As you reach the top of a hill on a two-lane road, you should:

    a. Increase accelerator pressure.
    b. Maintain accelerator pressure.
    c. Reduce accelerator pressure.

10. Driving more slowly than the traffic flow:

    a. Usually decreases the chance of an accident.
    b. Usually increases the chance of an accident.
    c. Has no effect on the chance of accidents.

11. As speed increases from 55 to 65 mph, risk of being in an accident:

    a. Remains the same.
    b. Increases slightly.
    c. Doubles.

12. The most important reason for reducing speed by 5 to 10 mph on wet pavement is to:

    a. Prevent skidding.
    b. Reduce needed stopping distance.
    c. Give other drivers more space.

13. On a trip that normally takes an hour at 55 mph, how much time could you save by driving 60 mph?

    a. A few minutes.
    b. About 10 minutes.
    c. More than 10 minutes.

14. When leaving a freeway, the safest practice is to slow down:

    a. Just before you reach the exit lane.
    b. Just after you enter the exit lane.
    c. At the end of the exit lane.

15. The most fuel efficient speed range for the average passenger vehicle is:

    a. 25-30 mph.
    b. 35-40 mph.
    c. 45-55 mph.

16. The safest practice to follow when adjusting speed for curves is:

    a. Brake throughout the curve.
    b. Brake just before the curve.
    c. Brake only at the sharpest part of the curve.

17. Which one of the following causes the greatest number of crashes?

    a. Driving too fast for conditions.
    b. Driving above the speed limit.
    c. Driving below the speeds of other traffic.

18. While going downhill, the safest practice is to:

    a. Drive slightly slower than other traffic.
    b. Drive slightly faster than other traffic.
    c. Drive at the same speed as other traffic.

19. When entering a freeway in an acceleration lane, the safest driving practice is:

    a. Drive the legal limit on the freeway.
    b. Drive about 10 miles an hour below the speed limit on the freeway.
    c. Drive about the same speed as other vehicles on the freeway.

20. The total stopping distance for a car traveling at 55 mph is:

    a. About one-half the length of a football field, 50 yards.
    b. About the length of a whole football field, 100 yards.
    c. Greater than the length of a football field, over 100 yards.

# WHAT I KNOW ABOUT SPEEDING

B

**Use the answer sheet. Mark the correct answer to each question.**

1. The most important safety consideration in selecting a speed to drive is:

   a. The posted speed limit.
   b. The distance ahead for stopping.
   c. The speed other traffic is going.

2. If the stopping distance at 20 mph is 50 feet, the stopping distance at 40 mph is:

   a. Twice as much, 100 feet.
   b. Three times as much, 150 feet.
   c. Four times as much, 200 feet.

3. After moving into a new lane, the safest practice is to drive:

   a. Slightly faster than traffic in the new lane.
   b. Slightly slower than traffic in the new lane.
   c. At the same speed as traffic in the new lane.

4. The highest mpg is achieved by:

   a. Maintaining a constant speed.
   b. Averaging a specific speed.
   c. Varying speed two to three miles per hour.

5. On a trip 10 miles in length, by driving 60 mph rather than 55 mph, you could save about:

   a. 1 minute.
   b. 10 minutes.
   c. 15 minutes.

6. The most important reason for reducing speed by 5 to 10 mph on wet pavement is to:

   a. Prevent skidding.
   b. Reduce needed stopping distance.
   c. Give other drivers more space.

7. As speed increases from 55 to 65 mph, risk of being killed in an accident:

    a. Remains the same.
    b. Increases slightly.
    c. Doubles.

8. A major reason speed limits are lower for curves is:

    a. You can't see as far ahead.
    b. Stopping distance is greater on curves.
    c. Oncoming traffic tends to swerve into your lane.

9. Speed limit signs show the safest maximum speed for:

    a. Poor weather conditions.
    b. Good weather conditions.
    c. All weather conditions.

10. At 20 mph on a dry road it takes about 50 feet to stop. How many feet will it take on a wet road?

    a. About the same, 50 feet.
    b. About one-half more distance, 75 feet.
    c. About double the distance, 100 feet.

11. For normal driving condition, the factor which most influences stopping distance is:

    a. Vehicle speed.
    b. Driver reflexes.
    c. Type of tires.

12. When entering an expressway from an entrance ramp, the safest practice is to:

    a. Stop at the end of the ramp and select a gap.
    b. Stop midway on the ramp and select a gap.
    c. Avoid stopping, drive the ramp, and select a gap.

13. The safest practice to follow when adjusting speed for curves is:

    a. Brake throughout the curve.
    b. Brake just before the curve.
    c. Brake only at the sharpest part of the curve.

14. Which one of the following is the most important factor engineers use in setting a roadway speed limit.

    a. Vehicle design.
    b. Vehicle stopping capability.
    c. Amount of traffic.

15. When leaving a freeway, the safest practice is to slow down:

    a. Just before you reach the exit lane.
    b. Just after you enter the exit lane.
    c. At the end of the exit lane.

16. Driving more slowly than the traffic flow:

    a. Usually decreases the chance of an accident.
    b. Usually increases the chance of an accident.
    c. Has no effect on the chance of accidents.

17. Which one of the following causes the greatest number of crashes?

    a. Driving too fast for conditions.
    b. Driving above the speed limit.
    c. Driving below the speeds of other traffic.

18. The most fuel efficient speed range for the average passenger vehicle is:

    a. 25-30 mph.
    b. 35-40 mph.
    c. 45-55 mph.

19. As you reach the top of a hill on a two-lane road, you should:

    a. Increase accelerator pressure.
    b. Maintain accelerator pressure.
    c. Reduce accelerator pressure.

20. The main reason for driving slower at night is:

    a. More accidents happen at night.
    b. You can't see as far ahead.
    c. Night driving causes a lot of stress.

## ANSWERS

### KNOWLEDGE - SPEEDING

| (A) | | (B) | |
|---|---|---|---|
| 1. | a | 1. | b |
| 2. | b | 2. | b |
| 3. | b | 3. | c |
| 4. | b | 4. | a |
| 5. | b | 5. | a |
| 6. | a | 6. | b |
| 7. | c | 7. | c |
| 8. | c | 8. | a |
| 9. | c | 9. | b |
| 10. | b | 10. | c |
| 11. | c | 11. | a |
| 12. | b | 12. | c |
| 13. | a | 13. | b |
| 14. | c | 14. | b |
| 15. | b | 15. | b |
| 16. | b | 16. | b |
| 17. | a | 17. | a |
| 18. | c | 18. | b |
| 19. | c | 19. | c |
| 20. | b | 20. | b |

## WHAT I BELIEVE ABOUT SPEEDING

A

**Use the answer sheet. Circle the answer that best represents what you believe or would do.**

1. If I were speeding, I would be worried about getting a ticket:
    a. Almost always.
    b. Frequently.
    c. Sometimes.
    d. Almost never.

2. If friends told me to drive very fast, I would probably refuse:
    a. Almost always.
    b. Frequently.
    c. Sometimes.
    d. Almost never.

3. If a driver is experienced, driving over the speed limit would be unsafe:
    a. Almost always.
    b. Frequently.
    c. Sometimes.
    d. Almost never.

4. If I resisted a passenger's pressure to speed, other passengers would agree with me:
    a. Almost always.
    b. Frequently.
    c. Sometimes.
    d. Almost never.

5. When other drivers speed, I feel they should get a ticket:
    a. Almost always.
    b. Frequently.
    c. Sometimes.
    d. Almost never.

6. Posted speed limits are high enough:
    a. Almost always.
    b. Frequently.
    c. Sometimes.
    d. Almost never.

7. If I were a couple of minutes late, I would obey the speed limit:
    a. Almost always.
    b. Frequently.
    c. Sometimes.
    d. Almost never.

8. If I were in a crash while speeding, I would be badly injured:
    a. Almost always.
    b. Frequently.
    c. Sometimes.
    d. Almost never.

9. When driving with friends, I would stay within the speed limit:
    a. Almost always.
    b. Frequently.
    c. Sometimes.
    d. Almost never.

10. Driving above the speed limit is not worth it:
    a. Almost always.
    b. Frequently.
    c. Sometimes.
    d. Almost never.

11. I would encourage other drivers to stay within the speed limit:
    a. Almost always.
    b. Frequently.
    c. Sometimes.
    d. Almost never.

12. If I were the only driver on the expressway, I would obey the speed limit:
    a. Almost always.
    b. Frequently.
    c. Sometimes.
    d. Almost never.

13. When riding with someone who has had speeding tickets, I would feel nervous:
    a. Almost always.
    b. Frequently.
    c. Sometimes.
    d. Almost never.

14. If a friend told me to slow down, I would probably do so:
    a. Almost always.
    b. Frequently.
    c. Sometimes.
    d. Almost never.

15. If I crashed while speeding and injured a friend, my other friends would blame me:
    a. Almost always.
    b. Frequently.
    c. Sometimes.
    d. Almost never.

16. Driving faster than the speed limit is unsafe:
    a. Almost always.
    b. Frequently.
    c. Sometimes.
    d. Almost never.

17. If I got a speeding ticket, my parents would be angry:
    a. Almost always.
    b. Frequently.
    c. Sometimes.
    d. Almost never.

18. When I am a passenger, I feel it would be unsafe to speed:
    a. Almost always.
    b. Frequently.
    c. Sometimes.
    d. Almost never.

19. The 55 mph speed limit should be enforced:
    a. Almost always.
    b. Frequently.
    c. Sometimes.
    d. Almost never.

20. When driving alone, I would stay within the speed limit:
    a. Almost always.
    b. Frequently.
    c. Sometimes.
    d. Almost never.

## WHAT I BELIEVE ABOUT SPEEDING

B

**Use the answer sheet. Circle the answer that best represents what you believe or would do.**

1. Posted speed limits are high enough:
    - a. Almost always.
    - b. Frequently.
    - c. Sometimes.
    - d. Almost never.

2. If I crashed while speeding, my car would be totaled:
    - a. Almost always.
    - b. Frequently.
    - c. Sometimes.
    - d. Almost never.

3. When riding with a speeding driver, I would ask him to slow down:
    - a. Almost always.
    - b. Frequently.
    - c. Sometimes.
    - d. Almost never.

4. If I were in a hurry, fear of an accident would limit my speed:
    - a. Almost always.
    - b. Frequently.
    - c. Sometimes.
    - d. Almost never.

5. Good driving skills mean fast driving would be unsafe:
    - a. Almost always.
    - b. Frequently.
    - c. Sometimes.
    - d. Almost never.

6. The 55 mph speed limit should be enforced:
    - a. Almost always.
    - b. Frequently.
    - c. Sometimes.
    - d. Almost never.

7. If others tried to make a driver go faster, I would disagree:
    - a. Almost always.
    - b. Frequently.
    - c. Sometimes.
    - d. Almost never.

8. If a driver got a ticket because I told him to speed, I would feel responsible:
    - a. Almost always.
    - b. Frequently.
    - c. Sometimes.
    - d. Almost never.

9. If I were speeding, I would worry about having an accident:
    - a. Almost always.
    - b. Frequently.
    - c. Sometimes.
    - d. Almost never.

10. In bad weather, drivers should drive slower than the posted speed:
    - a. Almost always
    - b. Frequently
    - c. Sometimes.
    - d. Almost never.

11. When riding with a driver who constantly speeds, most of my friends would be afraid:

    a. Almost always.
    b. Frequently.
    c. Sometimes.
    d. Almost never.

12. If I were the only driver on the road, I would obey the speed limit:

    a. Almost always
    b. Frequently.
    c. Sometimes.
    d. Almost never.

13. If I were speeding, I would probably get a ticket:

    a. Almost always.
    b. Frequently.
    c. Sometimes.
    d. Almost never.

14. When most other drivers are speeding, it would be unsafe to speed:

    a. Almost always.
    b. Frequently.
    c. Sometimes.
    d. Almost never.

15. When driving with parents, I would stay within the speed limit:

    a. Almost always.
    b. Frequently.
    c. Sometimes.
    d. Almost never.

16. If I were driving on a road I knew well, I would obey the speed limit:

    a. Almost always.
    b. Frequently.
    c. Sometimes.
    d. Almost never.

17. When people drive over the speed limit, their chances of being in a crash are increased:

    a. Almost always.
    b. Frequently.
    c. Sometimes.
    d. Almost never.

18. If I were speeding, my passengers' safety would be a concern:

    a. Almost always.
    b. Frequently.
    c. Sometimes.
    d. Almost never.

19. If I were in a crash at a high speed, I would be seriously injured:

    a. Almost always.
    b. Frequently.
    c. Sometimes.
    d. Almost never.

20. If friends told me to drive faster, I would refuse:

    a. Almost always.
    b. Frequently.
    c. Sometimes.
    d. Almost never.

## SCORING KEY

## ATTITUDE - SPEEDING

The following values are assigned to each answer on either form:

a = 3 points
b = 2 points
c = 1 point
d = 0 points

Higher total scores indicate more positive (desirable) attitudes regarding safety restraints.

# INSTRUCTOR'S GUIDE
# PEDESTRIAN/CYCLIST HAZARD PERCEPTION MODULE

## BACKGROUND

The number of pedestrian, bicycle, moped and motorcycle road-users is increasing each year, as more and more Americans respond to the energy problem with transportation alternatives. While such a response is commendable, it does make it more important for traffic safety educators to prepare students for encounters with these road-users. This is particularly true considering the greater probability of severe injury or death in accidents involving pedestrians or cyclists.

This pedestrian/cyclist hazard perception module has been designed as a supplement to general hazard perception instruction normally included in current driver education programs. Although focusing on the perception of potential hazards rather than the proper responses to them, the content of the module may provide a link between hazard perception and space management as well.

In Activity #1, a 10 minute slide/tape presentation (see attached script), students are exposed to a broad array of "clues" which either indicate that a conflict with a pedestrian or cyclist is particularly likely, or allow the driver to predict their behavior, and in that way avoid a conflict. The clues presented are of three types:

- o Situational clues--Generally part of the driving environment, situational clues may either clue a driver to expect to encounter a pedestrian or cyclist (e.g., around parks or residential areas), or once such road users are spotted, to anticipate environmental conditions which may influence their behavior to create a path conflict (e.g., obstacle ahead).
- o Characteristic clues--Characteristics of the road-users, alone and in relation to their (two-wheeled) vehicles, may clue the driver to expect hazardous behavior (e.g., due to distraction or inexperience).
- o Activity clues--The activities in which pedestrians and cyclists are engaged can clue drivers to anticipate path conflicts (e.g., due to distraction or quick movements).

In Activity #2, students are presented with a series of six slides depicting examples of various pedestrian/cyclist hazard clues. In class discussion, students are asked to identify the various hazard clues present in each scene, and to explain what hazards might develop in each case (i.e., why there is a potential hazard).

# LESSON PLAN

Time Allotted: 30 minutes

## Instructional Objectives

- Each student should know and recognize the situational, characteristic and activity clues which indicate that a conflict with a pedestrian or cyclist is particularly likely.
- Each student should believe that accidents involving cars and pedestrians or cyclists can be avoided.

## Materials

- Slide/tape presentation--"Hazard Clues You Can Use." (10 minutes)
- Six problem-solving slides
- 35mm slide projector
- Cassette-tape recorder (synchronized to projector)

Student Preparation: None

## Sequence of Activities

Activity #1 (15 minutes) View Slide/Tape "Hazard Clues You Can Use."

- Set the stage by asking students how many are sometimes pedestrians, bicyclists, moped or motorcycle riders. Ask why they think it's important for drivers to take special care to avoid accidents with these road-users (answer -- risk of severe injury). Emphasize that such accidents involving pedestrians and cyclists can be avoided if drivers pay attention to the right "clues".
- Show slide/tape presentation. (If a tape recorder/projector synchronizer is unavailable, the slides may be advanced manually using the attached script.)

Activity #2 (15 minutes) Problem-solving Slides

- Answer questions students might have regarding the content of the slide/tape presentation.
- Tell students that they will now be shown a series of slides in which there are hazard clues of the type covered in the slide tape presentation. For each scene, they should be able to answer these three questions:
    a. What are the hazard clues in the scene?
    b. What outcomes do they clue you to expect and why are they hazardous?
    c. What should the driver do in each case?
- Discuss slides #1 - 6 along the lines suggested in the discussion guide which follows.

Discussion Guide

The scenes depicted in the problem-solving slides are intended to reinforce and generalize recognition of the clues introduced in the slide/tape presentation. They will also provide an opportunity for the instructor to explain in greater detail why certain situations are indeed hazardous, and discuss the transition from hazard recognition to proper response.

Points which may be brought out in discussing each slide are suggested below:

Slide #1. The most basic clue here is situational--driving down a residential street you are likely to meet children on foot and on bikes. More specific clues are parked cars between driveways, shadows, and a curved roadway; all restrict visibility and reaction time. That is the hazard--no reaction time. The proper response is to reduce speed and keep a sharp eye out.

Slide #2. The situation here is similar to #1, with the addition of a children's playground on the left. Thus, children are even more likely to run across the driver's path, with parked cars and a bend in the road again obstructing visibility. Proper response -- reduced speed and caution.

Slide #3. Introduce this scene by stating that we are following the station wagon at 20 mph. While the situation is again residential, once we've spotted the pedestrian on the right, there are activity and characteristic clues which are more informative. The pedestrian appears to be intending to cross the street, yet is not looking in our direction (i.e., lack of awareness). Point out that when a pedestrian's attention is devoted to waiting for one car to pass, he will often forget to look for any others (i.e., distraction). The brush and curve of the road has also restricted the pedestrians view in this case.

Slide #4. While the driver's view here is good, the cyclists have their backs to us. They are also approaching an obstacle (parked car) on the right which will cause them to move toward the center of the road. Of particular relevance here is the group characteristic of the riders. The instructor should point out that groups often wish to stay together, and sometimes take extra risks to do so. In addition, there is often a "follow the leader" effect, where subsequent riders or pedestrians merely follow those ahead, rather than checking for themselves to see if it is safe. In this scene, the first two riders may get past the parked car safely, but those in the rear may not make it before our car arrives. Proper response -- slow to allow riders to pass the obstruction.

Slide #5. The main clue here is the rider's activity. He probably intends to change lanes for a left turn ahead. Recognizing that, there are other clues to make us even more wary. His one hand on the handlebars is inadequate for safe control of his vehicle. He is probably picking up speed as he coasts down-hill, making control yet more difficult. And we can just make out the edge of the car's bumper on our left. Only when the bike rider has safely cleared both lanes will he be safe. Proper response -- slow to avoid passing bike until he is safely to the left (past the other car) or returns to the right curb.

Slide #6. Introduce this scene by stating that we and the motorcycle are both traveling at 50 mph down this road. The first clue here is situational. The two cars backed up in the right lane indicate slow moving vehicles. The motorcycle approaching may intend to pass without signaling, particularly since he's already to the left of the lane. The additional clue in this scene is the passenger on the motorcycle, which may block the driver's head check. If the cyclist hesitates (slows) before changing lanes, and doesn't see us, we could be on top of him. Better slow down and see if he wants to pass in front of us.

## HAZARD CLUES YOU CAN USE

1. There can be little doubt, that on our streets and highways, its a car's world.

2. But drivers shouldn't forget that less protected road-users will also cross their path.

3., 4., 5., Drivers have a lot to do just keeping out of the way of other cars, so they tend to expect pedestrians, bicycle, moped, and motorcycle riders to watch out for themselves.

6. That's a mistake. Pedestrians and cyclists do not look out for themselves. And because they are so unprotected, they're much more likely to be involved in accidents with severe injury or death.

7a. Now you can't spend all your time watching out for pedestrians and cyclist road-users when you're behind the wheel. But there are some clues you can look for that will tell you when trouble is particularly likely. With these clues you can be ready to react. Where can we find these clues?

PEDESTRIAN/CYCLIST
HAZARD CLUES

7b. First, in the situations in which other road-users are found.

Second, in characteristics of the road-users themselves.

And third, in the activities in which you see them engaged.

PEDESTRIAN/CYCLIST
HAZARD CLUES

o situations
o characteristics
o activities

8. Let's start with pedestrians. Suppose you don't see any pedestrians at all. Then, all of a sudden. . .

PEDESTRIAN
SITUATIONAL
CLUES

9. there's one right in front of you, and almost no time to react.

10. If just a second before, you'd known what to look for, a problem might have been avoided. (pause) What are the clues you should look for?

11. Here's one. Parks and playgrounds mean kids.

12. So do schools...

13. and residential areas...

14. clues that you're more likely than usual to meet children on foot.

15. And children will often run to the call of the ice cream vendor.

16. Bus stops are a clue to pedestrians in a hurry.

17. And when you're about to pass a delivery truck...

18. or disabled vehicle, remember that somewhere nearby, a driver has temporarily become a distracted pedestrian.

19. Crosswalks certainly attract crossing pedestrians. Though they're designed for safety, they are also a clue to possible dangers.

20. A car stopped in the next lane,

21. should clue you to expect a crossing pedestrian, especially at a crosswalk.

22. Parked cars can hide pedestrians in the same way.

23. And on right turns...

24. look for pedestrians overtaking you from behind.

25. (no narration)

PEDESTRIAN CHARACTERISTIC CLUES

26. Up to now, we've looked at the places where pedestrians might be expected to pop into your path. Once you spot pedestrians, there may be one or more things about them that can clue you to expect a problem.

27. Like how many there are--two or more pedestrians together are generally more of a risk than are individuals alone. They'll tend to pay more attention to themselves...

28. Than to the roadway or on-coming cars.

29. Age is another clue. Kids do weird things--even when they're paying attention!

30. Older folks deserve special attention too. They can't always move as quickly as they used to, or need to.

31. Still, you can't really count on any pedestrian who is not aware that a car is coming.

32. Lack of awareness can make any pedestrian a surprise guest. That's why you should ask yourself this question--

33. "Does the pedestrian know I'm coming?" This guy wasn't even looking in our direction. Maybe he assumed he'd hear a car approaching. Obviously he was wrong.

34. And what if he did turn his head in our direction? Can we be sure he saw us? Did he make eye contact? A pedestrian in a hurry can look in your general direction without really seeing you. Unless there's eye contact, assume you haven't been seen.

35. Of course, just making eye contact doesn't mean a pedestrian will stay out of your way.

36. He may be thinking the same thing, and expecting you to avoid him! You both might be wrong.

PEDESTRIAN
ACTIVITY
CLUES

37. What pedestrians are doing can also provide clues.

38. When pedestrians are walking on the wrong side of the road, they're not likely to know you're coming up behind them.

39. Particularly if they're talking.

40. Horseplay combines lots of clues--number, age, lack of awareness.

41. Just seeing someone running in or near the road gives you two reasons to be careful--first, they are likely to be distracted. There's some reason why they're running.

42. Second, they've got extra speed with which to move into your path.

43. Talking about speed! Few runners can match the speed of bicycles and mopeds.

44. They spend more time in the road and can change position more quickly than pedestrians.

RIDER
SITUATIONAL
CLUES

45. Bike and moped riders are likely to appear in the same places as pedestrians--around parks, playgrounds, schools, and residential areas.

46. Especially when you can see there are bikes around.

47. Of course bike paths and crossings are made for their use

48. and when you see one bike crossing your path...

49. be ready for another.

50. Right hand turns are a dangerous situation...

51. for cyclists on the sidewalk...

52. or in the street.

53. Here, parked cars should clue you...

54. to expect this rider to move into your lane to avoid them.

55. Street gratings are another obstacle bike riders will try to avoid.

RIDER
CHARACTERISTIC
CLUES

56. Characteristics of riders also give clues--

57. age...

58. number...

59. and whether they see you.

60. (no narration)

61. Some activity clues are unique to riders.

RIDER
ACTIVITY
CLUES

62. You might be getting ready to pass a bike when you see the rider signal...

63. or even just look to his left. In either case, you should be ready for a quick left turn...

64. right into your path. (pause)

65. Kids fooling around on bikes,

66. and bike riders always pedalling hard, aren't always looking for cars...

67. or stop signs.

68. Motorcycles are the fastest of two-wheeled vehicles. And they spend as much time in the road as cars do. They can be expected to appear anywhere at any time.

69. But there are some situations where they are especially likely to cause problems.

MOTORCYCLE
SITUATIONAL
CLUES

70. Like heavy traffic. Impatient bikers will often slip between the lanes of slow moving automobiles.

71. Look out for them before you make that lane change!

72. Coming up on a slow moving vehicle, be ready for bikers moving into gaps that larger, less maneuverable vehicles wouldn't even consider.

73. Of course, motorcycles pay for their maneuverability in instability. Knowing that, there are other clues you should look for.

74. Debris in the road which would merely be annoying to a car, might actually cause a bike to go down.

75. So be ready for this.

76. And though man's best friend, dogs on the loose often create dangerous interference to a motorcycle's path.

77. Railroad tracks aren't really a problem. But some riders prefer to take them at a 90 degree angle,

78. which may call for a position change.

79. Motorcycle instability is made even worse when the road is slick. On wet or icy roads, give bikers more room to stop or maneuver gently, particularly on curves.

80. For the same reason, you should also expect motorcycles to avoid puddles or ice spots, just like other road obstacles.

MOTORCYCLE CHARACTERISTIC CLUES

81. There are also things about the motorcycle itself, and its rider, which can provide clues to the unexpected.

82. You should never trust any vehicle to turn just because its signal is on...

83. but a motorcycle's turn signal does not cancel automatically. It's therefore even more likely to be false.

84. When a biker's foot is on the ground, that's a clue he's not moving. He's probably stalled and trying to start his bike, and you could be on top of him before you know it.

85. A biker's feet can provide another clue--a sign of inexperience. An inexperienced driver of any vehicle is more likely to lose control or do something erratic, so give him room!

MOTORCYCLE ACTIVITY CLUES

86. The openness of a motorcycle rider may make him vulnerable, but also makes his actions easier to spot and use as clues.

87. Actions like turning the choke off, or the reserve gas tank on, can distract the rider for a moment.

88. Or there may be something wrong, from tangled clothing...

89. to a loose chain. Signs of distraction are signs of possible trouble.

|  |  |  |
|---|---|---|
| 90. | Normal activities, like mirror checks... |  |
| 91. | and head checks, are also important to notice. Motorcycle riders often feel so quick and maneuverable that they don't bother to signal. (Long pause) |  |
| 92. | Pedestrians and cyclists depend on your detective skills for their safety. So try to use all the clues available---situations... | REPEAT #12 (SCHOOL) |
| 93. | characteristics... | REPEAT #58 (GROUP OF BIKES) |
| 94. | and activities. | REPEAT #89 (DISTRACTED M.C.) |
| 95. | Rememember, their fate is in your hands! | ALLSTATE HANDS HOLDING TOY PED., BIKE, MOPED AND MOTORCYCLE |